

Cambridge English

SECOND EDITION



Complete First



Student's Book
without answers

Guy Brook-Hart



For revised exam from 2015



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

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University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107633902

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First published 2008

Second edition 2014

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-63390-2 Student's Book without answers with CD-ROM

ISBN 978-1-107-65617-8 Student's Book with answers with CD-ROM

ISBN 978-1-107-64394-9 Teacher's Book with Teacher's Resources CD-ROM

ISBN 978-1-107-65220-0 Workbook without answers with Audio CD

ISBN 978-1-107-66339-8 Workbook with answers with Audio CD

ISBN 978-1-107-68734-9 Class Audio CDs (2)

ISBN 978-1-107-66666-5 Presentation Plus

ISBN 978-1-107-65186-9 Student's Pack (Student's Book without answers with CD-ROM, Workbook without answers with Audio CD)

ISBN 978-1-107-69835-2 Student's Book Pack (Student's Book with answers with CD-ROM with Class Audio CDs (2))

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Map of the units

Unit title	Reading and Use of English	Writing	Listening
1 A family affair	Part 6: 'Surviving teenagers' Part 2: 'Doing the chores'	Part 1 An essay: Teenagers and young people should share housework equally with their parents. Do you agree? Expressing opinions Using <i>although, however, on the other hand</i> and <i>whereas</i>	Part 1: Young people talking about their families and activities
2 Leisure and pleasure	Part 5: 'My first bike' Part 4: Key word transformation	Part 2 An article: A leisure-time activity you really enjoy Writing compound and complex sentences	Part 2: A talk from a games developer
Vocabulary and grammar reviews Units 1 and 2			
3 Happy holidays?	Part 3: 'A bus journey' Part 7: 'My nightmare holiday!'	Part 2 A report: A one-day excursion	Part 3: Five young people talking about their holidays
4 Food, glorious food	Part 6: 'Learning about food' Part 1: 'Moso Moso' – a restaurant review	Part 2 A review: A local restaurant, café or snack bar	Part 4: A radio interview with the owner of a popular café
Vocabulary and grammar reviews Units 3 and 4			
5 Study time	Part 7: 'At school abroad' Part 3: 'Culture shock for international students'	Part 1 An essay: All young people who have the opportunity should study in a foreign school or college for a year. Do you agree? Writing opening paragraphs Using linking words and phrases	Part 1: People talking about studying and school
6 My first job	Part 5: 'Lucy's first job' Part 2: 'A new summer programme'	Part 2 A letter or email: Describe the jobs students do in your country Commonly misspelled words	Part 3: Five people talking about their first job
Vocabulary and grammar reviews Units 5 and 6			
7 High adventure	Part 6: 'Are you ready for an adventure race?' Part 4: Key word transformation	Part 2 An article: A great way to keep fit	Part 2: A talk about adventure racing Part 4: A radio interview with a paraglider
8 Dream of the stars	Part 7: 'Five young actors' Part 1: 'YouTube millionaire celebrities'	Part 1 An essay: There are both advantages and disadvantages to a career as a musician or an actor. Writing a balanced essay	Part 2: A talk about a television quiz show
Vocabulary and grammar reviews Units 7 and 8			
9 Secrets of the mind	Part 5: 'The secrets of happiness' Part 4: Key word transformation	Part 2 A report: The benefits of improving classrooms and students' social activities Making suggestions and recommendations	Part 1: People talking about different aspects of psychology
10 Spend, spend, spend?	Part 2: 'Shopping online versus shopping locally' Part 5: 'My greatest influence'	Part 2 A review: A place where people have a good time Words/Phrases to build up more complex sentences	Part 4: A student interview about a new shopping centre
Vocabulary and grammar reviews Units 9 and 10			
11 Medical matters	Part 6: 'What's it like to study medicine?' Part 3: 'Is there a doctor on board?'	Part 1 An essay: Modern lifestyles can seriously endanger our health. Do you agree? Writing concluding paragraphs An essay: Young people generally don't pay enough attention to their health and fitness. Do you agree?	Part 3: Five people talking about visits to the doctor
12 Animal kingdom	Part 1: 'My sister's circus' Part 7: 'Surviving an animal attack'	Part 2 A letter or email: Advice to a visitor to your country Giving advice	Part 1: People talking about animals in different situations
Vocabulary and grammar reviews Units 11 and 12			
13 House space	Part 5: 'My new home in Venice, 1733' Part 2: 'Living on a houseboat'	Part 2 An article: My ideal home	Part 2: A talk about a haunted house
14 Fiesta!	Part 6: 'The world's highest festival?' Part 3: 'My local festival'	Part 1 An essay: Is it better to watch films at the cinema or at home? <i>it, this, that and they</i> for reference	Part 4: A radio interview with a street performer
Vocabulary and grammar reviews Units 13 and 14			

Speaking	Pronunciation	Vocabulary	Grammar
Part 1: Talking about yourself, your home and your family Giving extended answers	Word stress (1): Stress in words with two or more syllables	Phrasal verbs: <i>get on with, do up, etc.</i> Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
Part 2: Comparing photos of free-time activities Using discourse markers to structure the answer	Sentence stress (1): Stress on words carrying the most meaning	Phrasal verbs and expressions: <i>take up, sum up, etc.</i>	Making comparisons Adjectives with -ed and -ing
Part 3: Discussing the benefits of different kinds of trip Phrases to involve partners in discussion Strategies for dealing with the second section of Part 3	Intonation (1): Indicating when you have/haven't finished speaking	<i>travel, journey, trip and way</i> Adjective suffixes	Past simple, past continuous and used to <i>at, in or on</i> in time phrases Past perfect simple and continuous
Part 4: Discussing diet, food and health Supporting opinions with reasons and examples	Grouping words and pausing (1)	<i>food, dish and meal</i> Adjectives to describe restaurants	<i>so and such</i> too and enough
Part 1: Talking about your studies Giving reasons, offering several possible ideas	Word stress (2): Shifting word stress	Phrasal verbs: <i>get over, live up to, etc.</i> <i>find out, get to know, know, learn, teach and study; attend, join, take part and assist</i> Forming nouns from verbs	Zero, first and second conditionals
Part 2: Comparing photos of different kinds of work Describing similarities and differences when comparing	Sentence stress (2): Contrastive sentence stress	<i>work/job; possibility/occasion/opportunity; fun/funny</i> Collocations with <i>work</i> and <i>job</i>	Countable and uncountable nouns Articles
Part 3: Discussing ways of encouraging people to do more sport Suggesting ideas, asking opinion, agreeing and disagreeing	Intonation (2): Showing attitude	Verb collocations with sporting activities <i>look, see, watch, listen and hear</i>	Infinitive and verb + -ing
Part 4: Discussing different aspects of media and celebrity Giving balanced, general answers Expressing agreement/disagreement	Grouping words and pausing (2)	Verb collocations with <i>ambition, career, experience and job</i> <i>play, performance and acting; audience, (the) public and spectators; scene and stage</i>	<i>at, in and on</i> in phrases expressing location Reported speech
Part 2: Comparing photos of different kinds of feeling and emotion Speculating about photos using <i>look, seem and appear</i>	Sentence stress (3): Using sentence stress for emphasis	<i>achieve, carry out and devote</i> <i>stay, spend and pass; make, cause and have</i>	Modal verbs to express certainty and possibility
Part 1: Talking about how you spend your money Strategies for answering Part 1 questions	Linking (1): Linking to increase fluency	<i>arrive, get and reach</i> Phrasal verbs: <i>come up with, pull in, etc.</i>	as and like Modals expressing ability
Part 2: Comparing photos of situations related to health Strategies for dealing with difficulties: finding the right word	Intonation (3): Showing certainty/uncertainty	Idiomatic expressions: <i>taken aback, etc.</i> Health vocabulary: <i>illness, infection, etc.</i>	Relative pronouns and relative clauses
Parts 3 and 4: Discussing topics related to animals Commenting on the question Expressing other people's opinions Expressing agreement/disagreement	Word stress (3): Strong and weak forms	<i>avoid, prevent and protect; check, control, keep an eye on and supervise</i> Negative prefixes	Third conditional and mixed conditionals <i>wish, if only and hope</i>
Part 2: Comparing photos of people in different locations	Linking (2): Linking with consonant sounds	<i>space, place, room, area, location and square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
Parts 3 and 4: Discussing different topics related to festivals and celebrations	Improving fluency	Vocabulary for festivals: <i>celebrate, commemorate, etc.</i> Suffixes to form personal nouns	The passive

Introduction

Who this book is for

Complete First Second Edition is a stimulating and thorough preparation course for students wishing to take the revised Cambridge English: First exam from 2015. It teaches you the reading, writing, listening and speaking skills which are necessary for the exam, how to approach each exam task, as well as essential grammar and vocabulary. The book also teaches you the language knowledge and develops the skills you need to reach an upper-intermediate B2 level in the Common European Framework of Reference. Complete First Second Edition is official Cambridge English preparation material for the exam.

What the book contains

In the Student's Book there are:

- 14 units for classroom study. Each unit contains:
 - at least one part of each of the Writing, Speaking and Listening papers and two parts of the Reading and Use of English Paper in the Cambridge English: First exam. The units provide language input, skills practice and exam technique to help you to deal successfully with each of the tasks in the exam.
 - essential information and advice on what each part of the exam involves and the best way to approach each task.
 - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
 - detailed advice and practice of strategies to perfect your performance in the Speaking paper.
 - a pronunciation section working on stress, intonation, pausing, linking and fluency.
 - a step-by-step approach to doing Cambridge English: First writing tasks.
 - grammar activities and exercises with the grammar you need to know for the exam. When you are doing grammar exercises you will sometimes see this symbol: . These are exercises which are based on research from the Cambridge English Corpus and they deal with areas which cause problems for many candidates in the exam.

– vocabulary input needed for success at Cambridge English: First based on the English Vocabulary Profile (EVP) at B2 level. When you see this symbol: , the exercise is based on EVP research. When you see this symbol  next to a vocabulary exercise, the exercise is based on research from the Cambridge English Corpus and focuses on words which candidates often confuse or use wrongly in the exam.

- 14 Vocabulary and Grammar reviews. These contain exercises which revise the grammar and vocabulary that you have studied during the unit.
- A **Language reference section** which clearly explains all the main areas of language, including grammar, word formation, spelling and punctuation, which you need to know for the Cambridge English: First exam.
- **Writing and Speaking reference sections.** These explain the possible tasks you may have to do in the Speaking and Writing papers, and they give you examples, language and advice on how best to approach them.
- A **CD-ROM** provides extra practice, with all activities linked to the topics in the Student's Book.

Also available are:

- **two audio CDs** containing listening material for the 14 units. The listening material is indicated by different-coloured icons in the Student's Book as follows:
 02.  02.
- a **Workbook** to accompany the Student's Book, with four pages of exercises for each unit. The Workbook is also accompanied by an **audio CD**.

Cambridge English: First content and overview

Part / timing	Content	Test focus
Reading and Use of English 1 hour 15 minutes	Part 1 A modified cloze text containing eight gaps and followed by eight multiple-choice items Part 2 A modified open cloze text containing eight gaps Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a 'key word' Part 5 A text followed by six multiple-choice questions Part 6 A text from which six sentences have been removed and placed in a jumbled order after the text. A seventh sentence, which does not need to be used, is also included. Part 7 A text, or several short texts preceded by ten multiple-matching questions	Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks; candidates are also expected to show understanding of specific information, text organisation features, tone and text structure.
Writing 1 hour 20 minutes	Part 1 One compulsory essay question presented through a rubric and short notes Part 2 Candidates choose one task from a choice of three task types. The tasks are situationally based and presented through a rubric and possibly a short input text. The task types are: <ul style="list-style-type: none"> • an article • a letter or email • a review • a report 	Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.
Listening Approximately 40 minutes	Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract. Part 2 A short talk or lecture on a topic, with a sentence-completion task which has ten items Part 3 Five short related monologues, with five multiple-matching questions Part 4 An interview or conversation, with seven multiple-choice questions	Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc.
Speaking 14 minutes	Part 1 A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions) Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions) Part 3 A discussion question with five written prompts Part 4 A discussion on topics related to Part 3 (spoken questions)	



Starting off

Work in pairs.

- What aspects of family life does each of the photos show?
- Which of these activities do you most enjoy doing with members of your family? Which do you prefer to do with friends? Why?
- What other activities do you enjoy doing with members of your family? Why?
- How important is it for families to spend time together? Why?

Listening | Part 1

Exam information

In Listening Part 1, you:

- listen to people talking in eight different situations which may be either a conversation between two or more people, or just one person speaking;
- answer one question for each situation by choosing A, B or C;
- hear each piece twice.

This part tests your ability to understand a variety of things, including the general idea being expressed, a detail, a reason or a purpose.

1 Work in pairs. You will hear people talking in eight different situations. Before you listen, read questions 1–8 and underline the main idea in each. An example has been done for you.

- 1 You hear part of a conversation with a boy called Patrick. He thinks his mother helps him because
 - A she enjoys it.
 - B she worries about him.
 - C she has plenty of time.
- 2 You hear a girl called Tracey talking to a friend. What is her family doing to the house at the moment?
 - A extending it
 - B painting it
 - C cleaning it
- 3 You hear a girl called Vicky taking part in a class discussion. How often does she do sporting activities with her father?
 - A more often than before
 - B the same as before
 - C less often than before
- 4 You hear a boy called Kostas talking about family celebrations. How does he feel about them?
 - A bored
 - B embarrassed
 - C amused

5 You hear a boy called Rajiv talking to his sister on the phone. He is annoyed with her because
 A she has taken something without permission.
 B she has gone out without telling him.
 C she has lost something he needs.

6 You hear a boy called Marco talking to a friend. He is tired because he has done too much
 A studying.
 B exercise.
 C travelling.

7 You hear a girl called Samin leaving a telephone message for her mother. She is phoning to
 A explain something.
 B complain about something.
 C ask permission for something.

8 You hear an interview with a young musician called Pau. Why does he say he chose to play the trumpet?
 A It was the only instrument available.
 B It was his favourite instrument.
 C It was a family tradition.



2 02 Listen and choose the best answer (A, B or C).

3 Work in pairs. Correct the mistakes in questions 1–6 on the tablet.

- 1 How much you help around the house?
How much do you help around the house?
- 2 How often you all doing things together as a family?
- 3 You ever do sports with other people in your family?
- 4 Are you enjoy family celebrations?
- 5 How other members of the family annoy you?
- 6 You have any family traditions?

4 Now take turns to ask and answer questions 1–6 in Exercise 3.

Vocabulary

Phrasal verbs

1 Match these phrasal verbs from Listening Part 1 with their definitions.

1 get on with	a collect (or go and get) someone or something
2 do up	b continue
3 clear up	c continue doing something, especially work
4 go on	d make a place tidy by removing things from it or putting them where they should be
5 wear out	e make someone extremely tired
6 pick up	f repair or decorate a building so that it looks attractive

2 Complete these sentences by writing a phrasal verb from Exercise 1 in the correct form in each of the gaps.

- 1 I need to get on with my homework project, otherwise I won't finish it for tomorrow.
- 2 Mati had a little sleep because she felt after spending all morning the mess in her room.



- 3 I got bored with the film because it for too long.
- 4 We'll need to some more pots of paint if we're going to your room this weekend.

Reading and Use of English | Part 6

1 **EP** Work in pairs. You are going to read an article giving advice to parents. Before you read, write these adjectives in the most appropriate column below.

aggressive anxious bad-tempered concerned
critical enthusiastic hard-working impatient
impolite mature organised reasonable
responsible self-confident sensitive strict
understanding unreliable

usually positive	usually negative	could be either
	aggressive	

2 Add one of these prefixes *dis-*, *un-*, *im-*, *ir-*, *in-* to each of these words to make opposites.

critical uncritical concerned enthusiastic mature
organised reasonable responsible sensitive

→ page 181 Language reference: Word formation – adding prefixes

3 Work in pairs. Which of the adjectives in Exercise 2 describe typical attitudes of parents to teenagers? Why? Which describe typical attitudes of teenagers to parents? Why?

4 Work in groups.

- Make a list of things that parents sometimes say about their teenage children.
He's so bad-tempered! He gets angry whenever I ask him to tidy his room!
She's very hard-working. She spends hours studying in her room.
- What do you think parents can do to live happily with their teenage children?
Listen to what their children say.

5 Read the article carefully, ignoring the gaps, and make a note of the main idea of each paragraph. An example has been done for you.

SURVIVING TEENAGERS

It might be difficult to accept, but a new approach to living happily with teenagers is for parents to look at their own behaviour.

"The key to getting teenagers to respect you is to respect them first," says Penny Palmano, who has written a best-selling book on teenagers. "You can't continue to treat them the same way that you have been treating them for the previous 12 years: they have opinions that count. **1** *You'd be very upset. You'd never say that to an adult, because it shows a total lack of respect."*

Palmano, who has a daughter aged 19 and a 16-year-old stepdaughter, has even allowed the children to hold several teenage parties at her home. They passed without problems. "I've found that if you have brought them up to do the right thing, and then trust them to do it, usually they'll behave well," she says. "I make them sandwiches and leave them alone. But I make it clear that they have to clear up any mess. **2** "

She agrees that teenagers can be irritating: enjoying a world that is free of responsibility, yet desperate for independence. She doesn't think, however, that they are trying to annoy you. Until recently, scientists assumed that the brain finished growing at about the age of 13 and that teenage problems were a result of rising hormones and a desire for independence. **3**



"This would explain why many teenagers can't make good decisions, control their emotions, prioritise or concentrate on several different things at the same time. **4** It means that they do not intentionally do the wrong thing just to annoy their parents," says Palmano.

The key to happiness for all, Palmano believes, is calm negotiation and compromise. If you want your teenagers to be home by 11 pm, explain why, but listen to their counter-arguments. If it's a Saturday, you might consider agreeing to midnight (rather than 1 am, which is what they had in mind). **5** Instead, ask if they've had a problem with public transport and let it pass; they've almost managed what you asked. She urges a bit of perspective about other things, too. "There have been times when my daughter's room has not been as tidy as I expected, but as she said once, 'I'm a teenager – what do you expect? I'm not turning into a criminal, it's just clothes on the floor.'"

"It's vital to choose your battles carefully: don't criticise teenagers for having an untidy room, then suddenly criticise them for other things. **6** One minute, it's about an untidy room and the next, you're saying, 'And another thing ...' and criticising them for everything'"

Adapted from *The Daily Telegraph*

6 Six sentences have been removed from the article. Choose the correct sentence from A–G which fits each gap (1–6). There is one extra sentence which you do not need. Use the underlined words and phrases in the sentences and in the text to help you.

- A But it turns out that the region of the brain that controls common sense and emotions is not fully mature until the early twenties.
- B If they are up to 20 minutes late, don't react angrily.
- C For example, they may find it difficult to make the right decision between watching television, ringing a friend, or finishing their homework.
- D Parents often complain that teenagers can be charming to people outside the home but irritating to their family.
- E I've never had a problem; in fact, the kitchen was sometimes cleaner than I'd left it.
- F On these occasions, parents tend to mention all the other things that they may or may not have done wrong.
- G Imagine if you'd spent two hours getting ready to go out for the evening and someone said, 'You're not going out looking like that, are you?'

Exam information

In Reading and Use of English Part 6, you read a text of 500–600 words with six gaps where sentences have been removed. You choose one sentence from a list of seven sentences A–G for each gap; there is one sentence you will not need.

This part tests your ability to understand the structure of the text, how the argument develops and how ideas in the sentences A–G refer and link to ideas in the text.



7 Work in groups of four. Two students should take the role of parents and two students should take the role of teenagers.

- Work with the student who has the same role as you. Read your role and prepare what you are going to say.
- When you are ready, change partners and have your conversations.

Parents

It is Saturday night and your teenage son/daughter has gone out with friends. You are annoyed because

- you asked them to be back by midnight and they came home half an hour late
- you phoned their mobile but they did not answer
- this has already happened once before this month.

Have a conversation with your teenage son/daughter. Find out what happened and decide how to avoid this situation in the future.

Teenage son/daughter

It is Saturday night. You went out with your friends, but you promised your parent(s) you would be back by midnight. However, you got home half an hour late.

Have a conversation with your parents. Explain what happened and discuss how to avoid this situation in the future.

Grammar

Present perfect simple and continuous

1 Look at each of the pairs of sentences in *italics* and answer the questions that follow.

1 a *Penny Palmano has written a best-selling book on teenagers.*
b *She's been writing books for more than 20 years.*

Which sentence (a or b) talks about ...

- the result of an activity?
- the length of an activity?

2 a *I've been learning how to do things like carpentry and so on.*
b *I've phoned her more than six times, but she never answers the phone.*

Which sentence (a or b) talks about ...

- how many times something has been repeated?
- changes or developments which are not finished?

3 a *I've been helping my mum while her assistant is on holiday.*
b *We've lived in this house since I was a small child.*

Which sentence (a or b) talks about something which is ...

- temporary?
- permanent?

→ page 178 Language reference: Verb tenses – present perfect simple and continuous

2 Complete these sentences by writing the verbs in brackets in the correct form (present perfect simple or continuous) in the gaps.

- I*'ve been visiting*..... (visit) friends, so I haven't spoken to my parents yet today.
- I (ask) him to tidy his room several times.
- I (clean) the kitchen, so what would you like me to do next?
- My neighbour (play) the violin for the last three hours and it's driving me mad!
- Congratulations! You (pass) the exam with really high marks!
- We can't leave Adrianna to run the shop. She (only work) here for a few days.
- We (spend) every summer in Crete since I was a child, so it'll be sad if we don't go there this year.
- I'm really tired because I (cook) all day!



3  Candidates often make mistakes with the present perfect simple and continuous. Correct one mistake with a verb tense in each of these sentences.

- 1 I was interested in it since I was a child. have been
- 2 In the last three weeks, I learned so many interesting things which I didn't know how to do before.
- 3 This isn't the first time I work at a camp.
- 4 My name is Sarah Beauland, I'm 25 years old and I play tennis since 1990.
- 5 Since I started the project, I had been doing research on someone famous from my country.
- 6 Vicky and Kostas are friends for many years. They actually met at primary school.
- 7 They had been talking about it for years, but nothing has been done up to now.
- 8 I dance since I was very young and now I'm working very hard to fulfil my dream of becoming a famous dancer.



Reading and Use of English | Part 2

1 Work in pairs. You will read an article about housework. Before you read, match the verbs (1–8) with the nouns (a–h) to make phrases for common household chores.

1 do	a the beds
2 do	b the dinner ready
3 dust	c the floor
4 get	d the furniture
5 hang	e the ironing
6 lay	f the table
7 make	g the washing out to dry
8 sweep	h the washing-up

2 Work in groups.

- Who does each of the chores in Exercise 1 in your family, and why?
We all do our own ironing because we're all very busy. My dad gets the dinner ready because he says it helps him relax.
- Which of the chores do you not mind doing? Which would you prefer to avoid?

3 Read the text quickly. Why do teenagers do housework?

4 Complete the text by writing one word in each gap. Make sure that you spell the word correctly.

Doing the chores



According to a recent study of teenagers, most of them do not do housework just (0)for..... pocket money. While many do household chores because they see it (1)a way of getting ready for adult life, others feel they have a duty to help their parents because it is fair, especially if their parents work.

More than two-thirds of the young people who were surveyed clean floors (2)least once a week and more than 80% regularly set the table for meals or (3)the washing-up. Girls are more likely than boys to wash (4)own clothes.

(5)are, however, a few teens who only do the housework because they are made (6)by their parents. They argue that they should (7)be expected to help out at home because in their view, their teenage years are a period which should be enjoyed (8)than interrupted with household responsibilities.

5 Now check or complete your answers by using these clues.

- 1 This preposition is used with see to mean *believe it is (that thing)*. Other verbs which are followed by this preposition are consider and regard.
- 2 In other words, they clean floors a minimum of once a week.
- 3 Which verb do we use with *washing-up*?
- 4 Whose clothes do they wash?
- 5 This word is often used to introduce a sentence before the verb be.
- 6 *Their parents make them do the housework* = They are made do the housework by their parents.
- 7 Do you understand that a *minority* of teens mentioned in this paragraph believe they should help?
- 8 This word is part of a two-word phrase which means *instead of*.

Exam information

In Reading and Use of English Part 2, you read a text of 150–160 words with eight gaps where words have been removed. You write one word in each gap. You are given an example (0).

This part tests your knowledge of grammar, e.g. articles (*a, the, an*), prepositions (*to, with, by, etc.*), modal verbs (*can, must, should, etc.*) auxiliary verbs (*do, did, have, etc.*), pronouns (*it, them, which, etc.*), conjunctions (*and, although, but, etc.*), quantifiers (*much, few, a little, etc.*).

6 Work in pairs. Do you think what the text says about teenagers and household chores is true in your country as well?



Vocabulary

Collocations with *make* and *do*

1 **(EP)** Complete the third column of the table below by writing these words and phrases in the correct row.

an activity	an appointment	an arrangement
the bed	business	a change
a course	a choice	the cleaning
a decision	an effort	an excuse
(an) exercise	a favour	friends
housework	homework	
an impression	a job	a mistake
a noise	a phone call	money
a plan	progress	a promise
the shopping	(a) sport	work

verb	definition	common collocation
make	to create or produce something	make an appointment
do	to perform an activity or job	

2 Candidates often confuse *make* and *do*.

Complete these sentences by writing *make* or *do* in the correct form in the gaps.

- 1 According to a recent study of teenagers, most of them not do housework just for pocket money.
- 2 I always my own bed in the morning, but I don't any cleaning.
- 3 He had to a phone call in order to the arrangements.
- 4 Essential changes should be so that we avoid the same mistake in the future.
- 5 People who language courses tend to a lot of friends at the same time.
- 6 This weekend, as well as the shopping, I'm hoping to some outdoor activities as well.

3 Work in pairs. Each choose five words/phrases from the box in Exercise 1 and think about when you did or made each of these things. Then take turns to tell your partner about each of them.

I had to make a choice between going away with my family, or doing a language course during the summer. Although it was a difficult choice to make, I decided to do the language course and miss my holiday.

Speaking | Part 1

Exam information

In Speaking Part 1, the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family and your interests, etc.

This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

1 Look at these two questions, which the examiner may ask you in Speaking Part 1.

- Where are you from?
- What do you like about the place where you live?

1 Which question asks you to give your personal opinion? Which asks you for personal information?
2 Which question can be answered with quite a short phrase? Which question needs a longer answer?

2 **03** Listen to two candidates, Irene and Peter, answering the questions above. Who do you think gives the best answers? Why?

3 In the exam, you will get higher marks if you use a range of appropriate vocabulary. Work in pairs. Which of these phrases can you use to describe the place where you live?

- a a large industrial city
- b a relaxed atmosphere
- c a busy tourist resort
- d in the middle of some great countryside
- e a pleasant residential district
- f an important business centre
- g some impressive architecture
- h a lot of historic buildings
- i a lot of attractive buildings
- j some pretty good shopping
- k a busy city centre
- l wonderful beaches nearby

4 Which of the phrases (a–l) can you use with ... ?

It is ... a large industrial city

It has ...

(In some cases, both are correct.)

5 Pronunciation: word stress

In the Speaking paper, you will get higher marks if your pronunciation is clear. In words of more than one syllable, one syllable is stressed more than the others. If you stress the wrong syllable, the word becomes difficult to understand. In dictionaries the stressed syllable is marked like this: in'dustrial.

1 Underline the stressed syllable in each of these words and phrases.

industrial relaxed atmosphere wonderful
important business impressive historic
attractive residential

2 **04** Listen and check your answers. Then work in pairs and take turns to read the words aloud.



6 How can you extend your answers to these two questions? Think about Irene's extended answers you heard in (Speaking) Exercise 2, and use the frameworks given to help you.

Examiner: Where are you from?
Student: I'm from ... It's a ... which ...

Examiner: What do you like about the place where you live?
Student: Well, it's ... , so ... , but ... and ... Also ...

7 Work in pairs. Take turns to ask and answer the questions in Exercise 6. Use some of the vocabulary from (Speaking) Exercise 3.

8 Read questions 1–8.

- Spend a little time thinking about how you can give extended answers.
- Work in pairs and take turns to ask and answer the questions.

- 1 Do you come from a large family?
- 2 What do you like about being part of a large/small family?
- 3 Who does the housework in your family?
- 4 What things do you enjoy doing with your family?
- 5 Tell me about your friends.
- 6 What things do you enjoy doing with your friends?
- 7 Which are more important to you: your family or your friends?
- 8 Do you have similar interests to your parents?

→ page 194 Speaking reference: Speaking Part 1



Writing | Part 1 An essay

Exam information

In Writing Part 1, you:

- write an essay in which you discuss a question or topic. After the essay title, there are some notes which you must use.
- must also include your own ideas.
- must write between 140 and 190 words.

This part tests your ability to develop an argument or discussion on a topic, express your opinion on the topic clearly and support your ideas with reasons and examples.

1 Read this writing task and underline the points you must deal with.

In your English class, you have been talking about how much teenagers and young people should help with the housework.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Teenagers and young people should share housework equally with their parents. Do you agree?

Notes

Write about:

1. who has more time for housework
2. who does housework better
3. (your own idea)

Write your **essay**.

2 Work in groups. Discuss the task and try to find two or three things you can say about each of the notes 1–3.

3 Read Violetta's answer to the task, ignoring the gaps. Which of her ideas do you agree with and which do you disagree with?

(1) it is fashionable to say that everyone should share the housework equally, in many homes parents do most of it. (2) , I believe people of all ages should do their fair share.

It is true that young people spend most of the day at school or college and they also have large amounts of homework to do when they come home. (3) , parents go out to work and come home tired. In my view, family life is more pleasant when everyone shares the responsibility for cleaning and tidying because it takes less time.

People often argue that parents do the cooking and ironing better. (4) in my opinion, young people should learn to do them as preparation for the future.

Finally, housework is boring if you do it alone (5) when families do it together, it gives parents and children a chance to talk to each other about the things that matter to them. This greatly improves family life and makes young people more cooperative and responsible.

For all these reasons, I think that family life is more pleasant when everyone shares the chores.

4 Complete this plan for Violetta's essay by matching the notes (a–e) with the paragraphs (1–5).

Para. 1: intro:

Para. 2:

Para. 3:

Para. 4:

Para. 5: conclusion:

- a life more enjoyable doing things together
- b time: young people studying, parents working, chores finished more quickly
- c get practice – you improve
- d sharing work together – better family life
- e parents do most of it + my opinion

5 It is important to express your opinions in an essay. Find four phrases which Violetta uses to introduce her personal opinions.

6 When you write an essay, you should try to present contrasting points of view. Complete Violetta's essay by writing *although*, *however*, *on the other hand* or *whereas* in each of the gaps 1–5. Then check your answers by reading the Language reference.

→ page 168 Language reference: Linking words for contrast

7 Complete these sentences by writing *although*, *however*, *on the other hand* or *whereas* in the gaps. In some cases, more than one answer may be possible.

- 1 Adults tend to worry more about their health, young people are more concerned about money.
- 2 I am happy to do some of the cooking, I don't want to do it all.
- 3 My mum and dad have similar tastes. , mine are completely different.
- 4 my parents give me a lot of freedom, I would prefer to have even more independence.
- 5 Young people often spend many hours a week on their social life. , older people are often too busy.
- 6 I enjoy making beds. , I'm not at all keen on doing the ironing.

8 Write your own answer to the writing task in Exercise 1. Before you write, use the notes you made in Exercise 2 to write a plan. Write between 140 and 190 words.

- Use Violetta's answer in Exercise 3 as a model, but express your own ideas and the ideas which came up during your discussion.

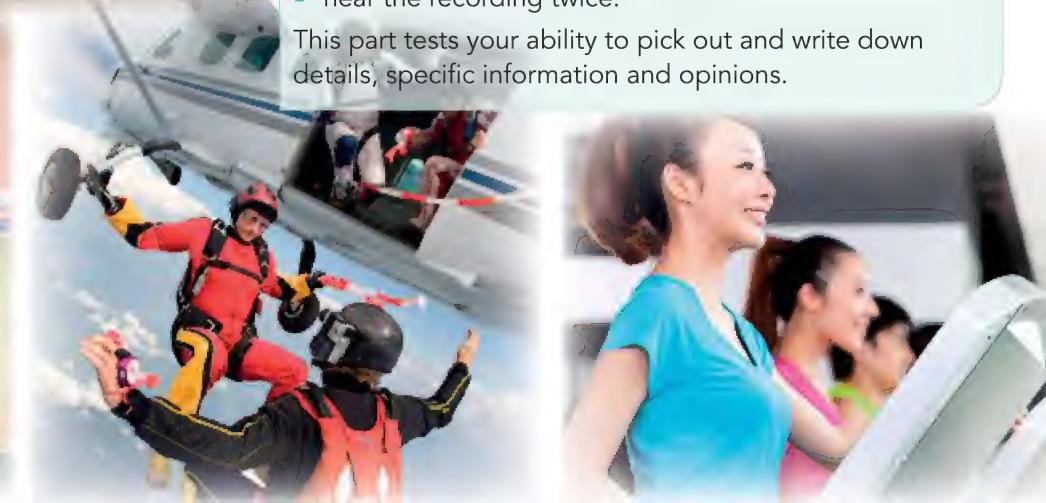
→ page 186 Writing reference: Part 1 Essays



Starting off

Work in pairs.

- 1 Which of the activities in the photos have you done?
- 2 Which do you think is ...
 - A the most enjoyable?
 - B the cheapest?
 - C the healthiest?
 - D the most relaxing?
 - E the least active?
 - F the best one to do with friends?
 - G the most popular among young people?
- 3 Which would you like to try? Why?



Listening | Part 2

1 Work in groups. You are going to hear a games developer talking about his life and work. Before you listen, complete the advantages and disadvantages of video or computer games by writing a word from the box in the gaps.

concentrate contribute develop distract
encourage make require solve waste

Advantages

- 1 They people to be more creative.
- 2 They can you from your problems.
- 3 People learn to on complicated tasks.
- 4 They many skills, such as hand and eye coordination.
- 5 They teach people how to problems.

Disadvantages

- 6 People little imagination to play them.
- 7 They people less sociable.
- 8 They to violence in society.
- 9 People time doing something which is not very useful.

2 Which sentences do you agree with? Why?

Exam information

In Listening Part 2, you hear a talk or lecture by one speaker. You:

- listen and complete ten sentences with between one and three words.
- write words you actually hear and try to spell them correctly.
- hear the recording twice.

This part tests your ability to pick out and write down details, specific information and opinions.

3 Work in pairs. Read this text. What type of information do you need to complete each sentence?

Games Developer

As a child, Mike's main interests were playing video games and reading (1)

His original ambition was to become a (2), not a games developer.

When he was at school he formed a games (3) with other students.

He worked in his summer holidays in order to get (4)

One thing he enjoys is doing (5) to find solutions for games.

He likes working with people who have both (6) that are unlike his.

He thinks games developing is a (7), not something to do alone.

He has worked on many successful games and one is now a (8)

Large games need (9) to develop, so he prefers working on smaller ones.

In the future, he intends to start a (10)



4 05 Now listen to the talk and complete the sentences in Exercise 3 with a word or short phrase.

5 Work in groups.

- 1 Which video games do you find ...
 - most entertaining?
 - best for passing the time or taking a break?
 - most educational or informative?
- 2 Are there any video games you would recommend?
- 3 Mike talked about how he made his hobby into his career. Is this something you would like to do? If so, what hobby would you like to make into a career?

Grammar

Making comparisons

1 Circle the correct phrase in *italics* in these extracts from Listening Part 2. Then listen again to check your answers.

- 1 My aims when I was at school were *a bit more / some more* realistic I think.
- 2 I thought that would be a *more safer / much safer* career where I'd make *far more / much* money than developing games.
- 3 At the time, it was the *most / more* exciting thing in my life.
- 4 And then I had this opportunity which was *even best / better*.
- 5 I worked *much harder / more hardly* than I ever worked at school.
- 6 Games development is the *more / most* creative thing you can imagine.
- 7 One of the *very big / biggest* thrills for me was when one of my games, The Snake Quest, was made into a film.
- 8 I don't want to spend *as many / so much* time on things.

page 169 Language reference: Making comparisons

2 Candidates often make mistakes with comparisons. Correct the mistakes in these sentences.

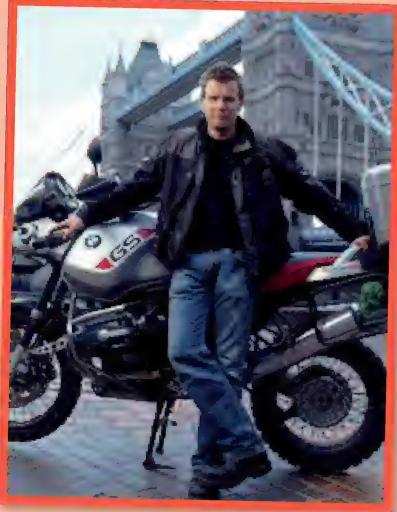
- 1 There are lots of ways to keep fit, but I think the healthier of all is zumba.
- 2 Playing chess is more cheaper than playing video games.
- 3 Team games are more sociable than biking because you meet and speak to a lot of people.
- 4 When you play chess, you have to think more hardly than when you're playing video games.
- 5 I don't go window shopping as often than I used to.
- 6 For me, parachute jumping is the more risky of all sports.
- 7 Speaking for myself, I find team sports the less interesting.
- 8 Mountain biking is more good for getting exercise than most sports.

3 Complete these sentences with your own ideas.

- 1 It's becoming more and more ...
- 2 Learning to ride a bicycle is not as ...
- 3 In team games, the most ...
- 4 I'm much better at ...
- 5 My friends are far ...
- 6 Computer games are not nearly ...

Reading and Use of English | Part 5

- 1 You are going to read an extract from a book in which actor Ewan McGregor explains how he first became interested in motorbikes. Before you read, work in pairs. What do you think people most enjoy about riding motorbikes?
- 2 Read the extract quickly to find out how Ewan McGregor became interested in motorbikes.



My first bike

Film star, Ewan McGregor, recently rode round the world on a motorbike. He talks about how he first took up riding motorbikes.

My biking beginnings can be summed up in two words: teenage love. My first girlfriend was small with short, mousy blonde hair, and I was mad

10 about her. Our romance came to an abrupt end, however, when she started going out with another guy in my hometown, Crieff. He rode a 50cc road bike first and then a 125. And whereas I had always walked my girlfriend home, suddenly she was going back with this guy.

15 I was nearly sixteen by then and already heartbroken. Then one day, on the way back from a shopping trip to Perth with my mum, we passed Buchan's, the local bike shop. I urged my mother to stop the car. I got out, walked up the short hill to the shop and pressed my nose to the window. There was a light-blue 50cc bike on display right at the front of the shop. I didn't know what make it was, or if it was any good. Such trivialities were irrelevant to me. All I knew was that I could get it in three or four months' time when I was sixteen and allowed to ride it.

20 Maybe I could even get my girlfriend back.

I'd ridden my first bike when I was about six. My father got hold of a tiny red Honda 50 cc and we headed off to a field that belonged to a family friend. I clambered on and shot off. I went all over the field. I thought it was just the best thing. I loved the smell of it, the sound of it, the look of it, the rush of it, the high-pitched screaming of the engine. Best of all, there was a Land Rover parked next to two large piles of straw with about a metre and a half

Exam information

In Reading and Use of English Part 5, you:

- read a text of 550–650 words
- answer six questions about it by choosing A, B, C or D.

This part tests your ability to understand main ideas and details, the writer's opinion and purpose and your ability to work out what something means from the context.

between them. I knew that from where the adults were standing it looked as if there was no distance between them. Just one large heap of straw. I thought I would have a go. I came racing towards the adults, and shot right through the gap in the straw. I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

So when I looked through Buchan's window in Perth that day, it suddenly all made sense to me. It was what had to happen. I can't remember whether it was to win back my ex-girlfriend's heart or not, but more than anything else it meant that, instead of having to walk everywhere, I could ride my motorbike to school and the games fields at the bottom of Crieff and when I went out at weekends.

I started to fantasise about it. I spent all my waking hours thinking about getting on and starting up the bike, putting on the helmet and riding around Crieff.

I couldn't sleep. Driven to desperation by my desire for a bike, I made a series of promises to my mum: I won't leave town. I'll be very safe. I won't take any risks. I won't do anything stupid. But, in fact I was making the promises up – I never thought about keeping them.

At the time that I was begging for a bike, I'd already had an accident with a bike belonging to George Carson, the school laboratory technician. When I asked him if I could borrow it, he agreed, not knowing that I didn't have a clue how to ride it. The bike was in an alleyway up the side of the school hall. I managed to start it and zoomed down the alleyway until I crashed smack into a wall, bending the wheel and snapping the handlebars. Mr Carson came out to find me looking very red-faced. The bill for the damage came to more than £80, a fortune to a fifteen-year-old in those days and one that took me months of working as a dish washer and waiter at the Murray Park Hotel to pay back.

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Adapted from *Long Way Round* by Ewan McGregor and Charley Boorman

3 Read and underline the main idea in questions 1–6, but not in the options A–D.

- 1 What does 'Such trivialities' refer to in line 22?
 - A his mother's attitude to the bike
 - B the bike's size and colour
 - C the bike's price
 - D the bike's quality and its manufacturer

- 2 Ewan did not buy the bike straightaway because
 - A he did not have enough money.
 - B he was too young to ride it.
 - C he was uncertain about its quality.
 - D he had to ask his girlfriend first.

- 3 The adults were frightened the first time Ewan rode a motorbike because
 - A the bike was making too much noise.
 - B he disappeared from view.
 - C they thought he was going to have an accident.
 - D he seemed too small for the bike.

- 4 What was Ewan's main reason for buying the motorbike?
 - A It would be exciting to ride.
 - B It would improve a friendship.
 - C It was good for his image.
 - D It was a useful means of transport.

- 5 In paragraph 5, Ewan's desire for the bike meant he
 - A thought about nothing else.
 - B spent more time with his mother.
 - C invented reasons for buying the bike.
 - D started behaving more carefully.

- 6 One result of Ewan's accident was that he
 - A was injured.
 - B was punished.
 - C had to get a job.
 - D lost interest in bikes.

- 4 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

5 Work in pairs.

Student A

You are a teenager. You want to buy a motorbike, but you need your parents to lend you the money. Think of reasons why you want a motorbike and then try to persuade your father/mother to lend you the money you need.

Student B

You are one of Student A's parents. You don't want him/her to buy a motorbike. Think of reasons why he/she shouldn't buy a motorbike and try to persuade him/her not to do so.



Vocabulary

Phrasal verbs and expressions

1 EP Match these phrasal verbs and expressions from the extract (1–8) with their definitions (a–h).

1 take up (line 4)	a describe the important facts or characteristics about something or someone
2 sum up (line 6)	b do what you said you would do
3 get hold of (line 27)	c say or write something which is not true
4 have a go (lines 36–37)	d start doing a particular job or activity
5 take risks (line 54)	e be completely unable to guess, understand, or deal with something
6 make up (lines 55–56)	f try to do something
7 keep a promise (line 56)	g do something even though something bad might happen because of it
8 not have a clue (line 60)	h obtain something

2 Complete these sentences by writing a phrasal verb or expression from Exercise 1 in the correct form in the gaps.

- 1 I'd never do something like sky-diving because I don't enjoy
- 2 How would you her personality in just a few words?
- 3 Hans let me on his new bike, and now I want to get one myself!
- 4 Sometimes when I arrive home late, I an excuse to tell my parents why I am late.
- 5 Diego how to answer the questions in yesterday's exam because he simply hadn't studied.
- 6 People won't trust you unless you can and do what you say you're going to do.
- 7 I need to get more exercise, so I'm thinking of jogging.
- 8 We could play football this afternoon if I can a ball.

Grammar

Adjectives with -ed and -ing



1 Look at these sentences from the extract and answer the questions below.

I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

- 1 Which of the underlined words refer to how Ewan felt?
- 2 Which of the underlined words refers to what made him feel like that?

→ page 163 Language reference: Adjectives with -ed and -ing

2 Candidates often confuse adjectives with -ed and adjectives with -ing. Circle the correct adjective in *italics* in these sentences.

- 1 When we went to Disneyland, I think we found it more *amused* / *amusing* than our parents.
- 2 It can be very *irritated* / *irritating* when friends arrive late for a film.
- 3 You will never get *bored* / *boring* at night in Berlin because the nightlife is wonderful.
- 4 I am very *confused* / *confusing* about what you are offering in your advertisement.
- 5 The situation was very *embarrassed* / *embarrassing* for me and I felt uncomfortable.
- 6 I was really *excited* / *exciting* and wanted to see as much of the city as possible.

3 Use the word given in capitals at the end of these sentences to form a word with -ed or -ing that fits the gap.

- 1 Everyone watches Pietro at parties because he's just an dancer. ASTONISH
- 2 We were quite by the attitude of the other students. PUZZLE
- 3 It's very to be able to apply things we learn in the classroom to our free-time activities. MOTIVATE
- 4 Anita looked quite when she left the police station. WORRY
- 5 The film was not particularly AMUSE
- 6 We were pretty by the time we got to the top of the mountain. EXHAUST





4 **D**06 You will hear a girl talking about one of these experiences (a–g). Listen and decide which experience she is talking about.

- a She rode a motorbike for the first time.
- b She was punished for something she didn't do.
- c She had to study all weekend for an exam.
- d She broke a bone.
- e She was trapped in a lift.
- f She won a competition.
- g She did a parachute jump.

5 Listen again. Which adjectives did she use to describe how she felt ...

- 1 about the whole experience: amazing
- 2 after studying: and
- 3 about her boyfriend's suggestion:
- 4 about the thought of breaking a bone:
- 5 in the plane: and
- 6 about the jump itself:

6 Work in pairs. Look at the experiences a–g in Exercise 4. Have you done any of these or have any of them happened to you? How did you feel about them? Take turns to describe your experience.

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4, you:

- complete six sentences with between two and five words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage different grammar, vocabulary and collocations.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.



- 0 He doesn't enjoy running as much as cycling.
MORE
He likes cycling more than running.
- 1 It is easier to learn the guitar than most other musical instruments.
ONE
The guitar is musical instruments to learn.
- 2 Olivia finds watching TV more boring than reading.
NOT
For Olivia, watching TV is reading.
- 3 Maria's brothers are better tennis players than her.
AS
Maria doesn't her brothers.
- 4 No one in the class makes as much noise as Peter.
PERSON
Peter the class.
- 5 In general, cars are more expensive than motorbikes.
NOT
In general, cars are motorbikes.
- 6 It took Janusz longer to finish the game than Sarah.
MORE
Sarah finished the game Janusz.

Speaking | Part 2

Exam information

In Speaking Part 2, you and the other candidate take turns to speak on your own for a minute during which you:

- compare two photos which the examiner gives you.
- answer a question connected with both photos.
- answer a question quite briefly about your partner's photos.

This part tests your ability to speak at length, organise your ideas, compare, describe and express opinions.

1 Work in pairs. Look at the examiner's instructions and the question and photos below. Then discuss what you can say to compare them.



Here are your photographs. They show people doing different activities in their free time. I'd like you to compare the photographs, and say how you think the people can benefit from spending their free time doing these different activities.



How can the people benefit from spending their free time doing these different activities?



2 07 Listen to an examiner giving this task to a candidate called Martyna. According to Martyna, how can people benefit from each activity?

3 Listen again and tick ✓ this checklist.

Martyna	Yes	No
1 introduces her talk.		✓
2 describes each photo in detail.		
3 deals with each photo in turn.		
4 spends most of the time answering the printed question.		
5 refers to the first photo when talking about the second photo.		
6 talks about things not connected with the question.		
7 speaks until the examiner says 'Thank you'.		

4 Work in pairs. Complete the sentences from Martyna's answer which begin with these words and phrases.

- 1 I think they benefit from ...
- 2 Firstly ...
- 3 At the same time ...
- 4 Also ...
- 5 I think they also benefit because ...

5 Which word(s)/phrase(s) (1–5) in Exercise 4 does Martyna use to:

- introduce her answer to the examiner's question?
- introduce the first point she wants to make?
- add additional points?

6 Which of these words/phrases could also be used for b and c in Exercise 5?

Besides First of all In addition
To start with What is more

7 Pronunciation: sentence stress (1)

We stress the words in sentences that we particularly want our listeners to hear, the words which carry the most meaning. These are usually nouns, verbs or adjectives, not small grammar words like articles or prepositions.

1 08 Underline the words you think are stressed in these sentences. Then listen to check your answer.

- 1 Firstly, they're getting some exercise, which is always good for you.
- 2 It's great for your health and helps you to relax.
- 3 At the same time, they're having fun together...
- 4 ... which is important because it builds up their social relationships and their friendships.
- 5 Also, it's good to see boys and girls doing a bit of sport together instead of separately.
- 6 I think it helps break down social boundaries between boys and girls.

2 Work in pairs. Take turns to read the sentences aloud using the same sentence stress.

3 Work in pairs. Take turns to read these extracts.

- Firstly, they're getting some exercise, which is always good for you because it's great for your health and helps you to relax.
- At the same time, they're having fun together, which is important because it builds up their social relationships and their friendships. Also, it's good to see boys and girls doing a bit of sport together instead of separately because I think it helps to break down social boundaries between boys and girls.

8 Change partners and take turns to do the Speaking Part 2 task in (Speaking) Exercise 1.

- Try to speak for a minute.
- Try to use some of the words and phrases from (Speaking) Exercise 4.
- Use your own ideas and Martyna's ideas.
- While you are listening to your partner, use the checklist in (Speaking) Exercise 3 and give feedback when your partner has finished.

9 Work in pairs and take turns to do this Speaking Part 2 task.



The photographs show people doing different free-time activities.

Compare the photographs, and say what you think the people enjoy about doing these different activities.



What do the people enjoy about doing these different activities?



 page 195 Speaking reference: Speaking Part 2

Writing | Part 2 An article

1 Look at this writing task and underline the points you must write about.

You see this announcement in an English-language magazine for teenagers.

A great way to spend your free time!

Tell us about a leisure-time activity you really enjoy.

- How did you get started?
- Why do you enjoy it so much?

We will publish the most interesting articles in next month's issue.

Write your article.

2 Work in pairs. Tell your partner about one of your free-time activities. While speaking, answer the questions in the writing task above.

3 Work in pairs. The article in the next column would lose marks in the exam because it is not divided into paragraphs.

- 1 Divide it into four paragraphs.
- 2 Say what the main idea is in each paragraph.



Cooking – it's creative and fun!

I first got interested in cookery one summer holiday when I was about 12. I was staying with my aunt, who is a keen cook, and I wanted to try cooking for myself. She started by teaching me how to do fairly simple dishes at first. I found I really enjoyed cooking and I was soon doing things which were more complicated. Not everything I cooked was as successful as my aunt's cooking. My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily. When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook. When friends come round to my house, I often cook them something because I find it really satisfying and relaxing. I find creating new dishes fascinating and it's wonderful to see my family and friends enjoying a meal I've cooked. I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.

→ page 193 Writing reference: Writing Part 2 Articles

4 You can write compound sentences by joining two sentences with *and*, *but* and *because*. Which two sentences are joined in these compound sentences?

- 1 I found I really enjoyed cooking and I was soon doing things which were more complicated.
- 2 My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily.
- 3 When friends come round to my house, I often cook them something because I find it really satisfying and relaxing.
- 4 I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.
- 5 When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook.

5 Write compound sentences by joining these sentences with *and*, *but* and *because*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I'd like to learn to fly. I think learning to fly is too expensive. *I'd like to learn to fly, but I think it's too expensive.*
- 2 I got interested in flying when I was about 14. My father took me to an airshow.
- 3 My parents don't want me to fly. They think flying is dangerous.
- 4 One of my friends is learning to fly. My friend has asked me to come with him. My friend thinks I'd like flying.

6 You can write complex sentences by joining two sentences with words such as *when*, *who*, *which* and *that*. Write these complex sentences as two separate sentences.

- 1 I first got interested in cookery one summer holiday when I was about 12.
I first got interested in cookery one summer holiday. I was about 12.
- 2 I was staying with my aunt, who is a keen cook.
- 3 I was soon doing things which were more complicated.
- 4 When I went back to school after the summer, I decided to do cookery lessons.
- 5 When friends come round to my house, I often cook them something.
- 6 For me, cooking is one of the most creative and useful free-time activities that anyone can do.

7 Join these sentences using *when*, *who*, *which* and *that*.

- 1 I was 13. I started running seriously.
- 2 My aunt encouraged me. My aunt's a keen athlete.
- 3 I go running most days. I've finished school and done my homework.
- 4 Running is a sport. Running gets you really fit.

8 Join these sentences using *and*, *because*, *but*, *when*, *which* and *who*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I started windsurfing. I was 13.
I was staying with friends by the sea.

2 One of my friends is a keen windsurfer. She encouraged me to start. She thought I would enjoy it.

- 3 I kept falling into the sea to start with. It was a fairly windy day. There were a lot of waves.
- 4 I didn't enjoy it at first. I had to concentrate quite hard. I carried on trying.
- 5 I started to windsurf quite fast. It was exciting. I started to find it quite enjoyable.

9 Find adjectives in the article which describe the following.

- 1 the writer's feelings about cooking:
.....,,,
- 2 cooking as a leisure-time activity:
.....,
- 3 the writer's ability to cook:

10 **EP** Complete the table below by writing these words and phrases in the correct column.

astonishing competitive delightful demanding
depressing dreadful economical entertaining
exhausting incredible irritating popular
superb time-consuming tremendous unbelievable

feelings about an activity	the type of activity

11 You are going to write your own article to answer the writing task in Exercise 1. Before you write,

- decide on a title for your article which will encourage people to read it.
- decide how many paragraphs you need, the subject of each paragraph and write a short plan.
- think about some of the vocabulary you can use.

12 When you are ready, write your article using between 140 and 190 words.

Exam information

In Writing Part 2:

- you do one writing task from a choice of three.
- the possible tasks are an article, a letter or email, a review or a report.
- you must write between 140 and 190 words.

This part tests your ability to write effectively for a range of different purposes.



Vocabulary and grammar review Unit 1

Vocabulary

1 **(EP)** Complete each of these sentences by writing an adjective in the gap. Choose from the adjectives or their opposites in the exercises in Reading and Use of English Part 6 on page 10. In some cases, more than one answer may be possible.

- 1 Juan's parents are very strict... and don't allow him to do everything he wants.
- 2 You need to be careful what you say to my brother, as he can be rather in the morning.
- 3 Pascale is very, so she's bound to finish her part of the project on time.
- 4 David is so that you can never trust him to do what he says he's going to do.
- 5 Melanie tries to act confidently even when she's feeling very about things.
- 6 I wouldn't have criticised you if I had known how you were!
- 7 Helen is very young, but she behaves in a and responsible way.
- 8 We're all feeling rather about Luis, because he's been looking rather depressed recently.

2 Complete these sentences with a phrasal verb in the correct form.

- 1 Your room is such a mess! Could you it before you go out?
- 2 Dad will you from the station when you arrive.
- 3 I must the housework, otherwise I'll never finish it.
- 4 I need a rest – all this shopping has me
- 5 We'll need to the flat before we move in – the paintwork is very old.
- 6 The game for about two hours, but I won in the end.

3 Complete these sentences with the correct form of *make* or *do*.

- 1 Could you me a favour and let me copy your notes from the last class?
- 2 Do you mind if I use your phone? I've got to an urgent phone call.

- 3 I'll the shopping on my way home this evening.
- 4 I'm this English course because I'm hoping to study in the USA next year.
- 5 I've got so much homework to that I can't come out with you tonight.
- 6 Marco has a big effort with his students, so I'm afraid he's a bit disappointed with their results.
- 7 Sarah wasn't enjoying the party, so she an excuse and left.
- 8 We phoned the police because our neighbours were too much noise.

Grammar

4 Complete these sentences by writing the verbs in brackets in the correct form (present perfect simple or continuous). In some cases, both forms are possible.

- 1 I'm celebrating because my team has (win) the league!
- 2 At last you (arrive) – we (expect) you for ages.
- 3 Of course I'm annoyed. I (spend) ages preparing for this party and no one (turn up) yet.
- 4 We (have) a really interesting time. Gavin (tell) us about his trip round the world. There are a few countries he still (not tell) us about, but I get the impression he (see) almost everything!
- 5 Kate (lose) weight recently because she (get) more exercise.
- 6 I wonder if Irina (finish) reading that book yet. I (wait) to read it for ages.
- 7 Tatiana is so greedy! She (eat) all the cakes and she (not leave) any for us.
- 8 Paolo (look) very tired recently. I think it's because he (study) too hard.



Vocabulary and grammar review Unit 2

Vocabulary

1 Complete these sentences by writing a phrasal verb or expression from the Vocabulary section on page 21 in the correct form in the gaps.

- 1 If you can't , no one will ever trust you.
- 2 I just don't like , so I'd never get a motorbike.
- 3 Mario is thinking of jogging, as he doesn't feel he's getting enough exercise.
- 4 Instead of reading to the children, I think I'll just a story for their bedtime.
- 5 I'll all our ideas in just a few words to save time.
- 6 I how to solve this maths problem; would you like to and see if you can do it?

Grammar

2 Join these sentences to form compound and complex sentences. More than one answer may be possible.

- 1 Katya took up karate. She was seven years old. She was interested in karate.
- 2 Her father is a professional karate instructor. He taught her karate. She progressed quickly. She soon became junior regional champion.
- 3 She did karate with other children. The other children were the same age as her. None of them was as good as her. She felt dissatisfied.
- 4 Last year, she participated in the national championship. She did not win. She was injured during one of the matches.
- 5 She hopes to become a professional karate instructor. She hopes to work in the same sports centre as her father. Her father has too many students.
- 6 Some of her father's students have been studying karate for several years. Her father thinks they would benefit from a different teacher. They are too familiar with his style of karate.

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

- 1 This motorbike is not as noisy as my previous one.
MADE
My previous this one.
- 2 Small towns are safer than large cities.
NOT
Small towns as large cities.
- 3 No one in the team plays better than Gemma.
PLAYER
Gemma in the team.
- 4 She looks more relaxed than she did before the exam.
STRESSED
She does not look she did before the exam.
- 5 Tatiana does not speak nearly as clearly as Irina.
MUCH
Irina speaks Tatiana.
- 6 None of the other sofas in the shop are as comfortable as this one.
ANY
This sofa is the others in the shop.

Word formation

4 **EP** Use the word given in capitals at the end of each sentence to form a word that fits in the gap.

- 1 What an band! I never expected they'd be that good. **AMAZE**
- 2 They found the journey so that they fell asleep as soon as they arrived. **EXHAUST**
- 3 It's a problem – I don't really know what to do about it. **PUZZLE**
- 4 Jake felt with his exam results. He had hoped to do better. **DISAPPOINT**
- 5 You can't expect children to work hard if they don't feel **MOTIVATE**
- 6 We were by the way they shouted at us. **ASTONISH**

3

Happy holidays?



Starting off

1 Work in pairs. Complete the table below by writing the words and phrases from the box in the most appropriate column.

camping holiday at a campsite walking and climbing
at a luxury hotel a beach holiday on a cruise ship
meeting new people sunbathing a sightseeing tour
relaxing a cruise at a youth hostel backpacking
visiting monuments in the city centre at the seaside
seeing new places

types of holiday	holiday locations and places to stay	holiday activities

2 Now look at the photos and answer these questions using words and phrases from the table.

- 1 What type of holiday does each photo show?
- 2 What do people do on these types of holiday?
- 3 Why do people choose these types of holiday?
- 4 Which types of holiday would you enjoy most? Which would you enjoy least? Why?



Listening | Part 3

Exam information

In Listening Part 3, you:

- listen to five different speakers talking about a related subject. You must match each speaker with one of eight statements A–H. There are three extra statements you don't need.
- hear each speaker twice.

This part tests your ability to understand a variety of things, including the general idea being expressed, details, attitudes, opinions or purpose.

1 You are going to hear five people talking about the holiday they took last year. Before you listen, underline the main idea in each statement A–H.

- A I didn't enjoy it much at first.
- B I didn't mind the discomfort.
- C I got to know lots of people.
- D I'd done something similar before.
- E I wanted a low-cost holiday.
- F I didn't do much during the day.
- G I wasn't in as much danger as some people imagined.
- H I went on the trip as a break from my parents.

2  **09** Now listen and, for questions 1–5, choose from the list (A–H) in Exercise 1 what each speaker says about their holiday. Use the letters only once. There are three extra letters which you do not need to use.

Francesca	<input type="text"/> 1
Mike	<input type="text"/> 2
Sally	<input type="text"/> 3
Paul	<input type="text"/> 4
Katie	<input type="text"/> 5

3 Work in groups.

What do you like about holidays with your:

- family?
- friends?



Grammar

Past simple, past continuous and used to

1  **09** Complete these extracts from Listening Part 3 by writing the verbs in brackets in the correct form in the gaps. Then listen again to check your answers.

- ... on family holidays we always (1) (go) to the same campsite and lie on the same beach ...
- My dad (2) (be) a climber when he (3) (be) younger ...
- Still, there was an upside because while we (4) (go) round yet another museum, I (5) (get) to meet this Polish girl called Jolanta.
- ... so we just (6) (dump) our parents and (7) (go) off for the day together. We (8) (have) a really great time ...
- ... we (9) (stay) in youth hostels, which saved us a bit of money. There were lots of other people like us from all over the world who (10) (do) the same sort of thing.

 **page 179** Language reference: Verb tenses – past simple, past continuous and used to

2 Circle the correct form of the verb in *italics* in each of these sentences.

- 1 When he *walked* / *was walking* home, he found a wallet with a huge amount of money in it!
- 2 When I *was* at primary school, I *was doing* / *used to do* about one hour's homework a day.
- 3 As soon as Mandy *was getting* / *got* Simon's text, she *was jumping* / *jumped* on her bike and *was riding* / *rode* round to his house to speak to him.
- 4 When I *was* younger, we *used to spend* / *were spending* our holidays in my grandparents' village.
- 5 Luckily, we *walked* / *were walking* past a shopping centre when the storm *began* / *was beginning*.
- 6 My mum *used to visit* / *was visiting* lots of exotic places when she *was* / *was being* a tour guide.

3  Candidates often make spelling mistakes when adding *-ed* to past tense verbs. Add *-ed* to each of these words.

develop enjoy happen mention occur open
plan prefer stop study travel try

 **page 176** Language reference: Spelling

Vocabulary

travel, journey, trip and way

1 Candidates often confuse the following nouns: *travel, journey, trip* and *way*. Look at these sentences from the recording script in Listening Part 3 and complete the extract below by writing *travel, journey, trip* or *way* in the gaps.

- I went on one of those **journeys** overland to Kenya ...
- ... we made a **trip** to the beach, which was only about 20 minutes away by bus.
- We were on our **way** back down the mountain when we got caught in this really big storm.
- I really like that sort of mixing of cultures – it's one of the best things about foreign **travel** ...

travel, journey, trip or way?

- ▶ A (1) is a journey in which you visit a place for a short time and come back again.
- ▶ '(2)' refers only to the route that you take to get from one place to another.
- ▶ The noun '(3)' is a general word which means the activity of travelling.
- ▶ Use '(4)' to talk about when you travel from one place to another.

2 Circle the correct word in *italics* in each of these sentences.

- 1 She met plenty of interesting people during her weekend *travel / trip* to Montreal.
- 2 We stopped at the supermarket on the *way / trip* to the beach to pick up some cold drinks.
- 3 My mum and dad have booked a *journey / trip* to Greece for our holidays this August.
- 4 My mum is away on a *business journey / trip*, so the house is really quiet at the moment.
- 5 People spend far more on foreign *travel / journeys* than they did 50 years ago.
- 6 The *travel / journey* to my village will take about three hours.
- 7 'Have a good *travel / trip* to Budapest!' 'Thanks! See you next week when I get back!'
- 8 You can't get to school by bicycle if the *journey / way* is too long – over 30 kilometres, for example.
- 9 Excuse me, I'm a bit lost. Can you tell me the best *journey / way* to the bus station?



3 Complete each of the sentences by writing an adjective from the box. In some cases, more than one answer may be possible.

a(n) homeward/outward/hard/dangerous journey
a business/sightseeing/shopping/day/forthcoming/
round trip

a(n) outward/pleasant/successful/safe/extended/
overnight journey/trip

- 1 I hope you have a(n) journey.
- 2 I'm going on a(n) trip to Zurich, so I won't be back till tomorrow.
- 3 The journey wasn't nearly as hard as the homeward one.
- 4 They've gone on a(n) trip, so I guess they'll come home with lots of new clothes.
- 5 What are you going to do on your trip to New York? Is it for business or pleasure?
- 6 Have a(n) journey and don't drive too fast!

4 Work in groups. Imagine you are planning a trip together this weekend. Decide:

- where to go
- how to get there
- what to do when you arrive.

Reading and Use of English | Part 3

1 EP Form adjectives from these nouns and verbs by adding a suffix.

noun (n) or verb (v)	adjective
1 nature (n)	natural
2 adventure (n)	
3 friend (n)	
4 memory (n)	
5 mystery (n)	
6 risk (n + v)	
7 crowd (n + v)	
8 thrill (n + v)	
9 doubt (n + v)	
10 success (n)	
11 remark (n + v)	
12 access (n + v)	

→ page 181 Language reference: Word formation – adding suffixes

2 EP Form adjectives from the nouns and verbs in the box. In some cases, more than one answer may be possible. When you have finished, use your dictionary to check your answers.

artist caution colour educate emotion energy mass
predict reason respond storm thought wealth

Exam information

In Reading and Use of English Part 3, you read a text of 150–160 words with eight gaps and one example (0). You write the correct form of the word given in CAPITALS at the end of the line in each gap.

This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes.

In the test, the words will be a mix of nouns, adjectives, adverbs and verbs.

3 EP Read the text on the right. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. When you have finished, use your dictionary to check your answers.

A bus journey



CROWD

COMFORT

THOUGHT

COLOUR

FORGET

OPTIMIST

CONSIDER

ANXIETY

SYMPATHY

Tasha climbed onto a (0) crowded bus which was going to take her to a nearby village. The wooden seats looked quite (1) , so she decided to stand, even though a (2) passenger offered her a seat. As the bus moved through the countryside, it filled with women dressed in bright, (3) clothes on their way to market to do their weekly shopping. 'This is an (4) experience,' thought Tasha, who was beginning to feel (5) about her journey.

More passengers climbed aboard laughing and chatting, and the noise became (6) Gradually, the bus grew hotter and Tasha began to feel a little (7) that she might not get to the door when the bus reached her stop. Fortunately, though, a (8) passenger saw her problem and shouted to the other passengers to let her pass and suddenly everyone made room for her to get off.



4 Work in groups. What things make you nervous or anxious when you're travelling?

Grammar

at, in or on in time phrases

- 1 Complete these sentences from Listening Part 3 by writing *at*, *in* or *on* in the gaps.
- 1 We got up late the morning or even the afternoon ...
- 2 Except of course days when it was cloudy.
- 3 But night, we were down at the clubs, partying to the small hours, getting back to the hotel two or three in the morning.
- 4 I went off with a couple of my friends March.

→ page 172 Language reference: Prepositions – *at*, *in* and *on* in time expressions

- 2 Candidates often make mistakes with *at*, *in* and *on* in time phrases. Some of these sentences are correct. Find and correct the mistakes.

- 1 I would like to travel on July because it is the perfect time to go to the camp.
- 2 In the weekends, he only stays at home on Sunday on the afternoon, because in the mornings he goes to see football games.
- 3 At weekends, everything opens in 11.00 a.m.
- 4 I would advise you to come in summer because the weather is great and there are many islands with great beaches.
- 5 She graduated from Cambridge University at 2008.
- 6 So I prefer shopping on weekdays unless I am busy or have an appointment.
- 7 The traffic makes us nervous, particularly in certain times of the day when the roads are busy.
- 8 We used to go to the beach at the morning in a normal day, and clubbing every night.



Reading and Use of English | Part 7

Exam information

In Reading and Use of English Part 7, you will read either one long text divided into four to six sections, or four to six separate short texts. The total length will be 500–600 words. There are ten questions which you must match with the different texts or sections.

This part tests your ability to understand specific information, detail and opinion.

- 1 Work in groups. You are going to read about four people's nightmare holidays. Before you read, discuss what things sometimes spoil people's holidays.
- 2 Read questions 1–10 carefully and underline the key words in each question.

Which person	1
had to hide from danger?	2
found an employee intimidating?	3
was not pleased to spend so long somewhere?	4
had visited the country on a previous occasion?	5
worried about how strong something was?	6
missed speaking to people?	7
had a painful experience?	8
travelled with an ex-criminal?	9
was unaware of the danger in what they were doing?	10
realised the holiday might be a mistake before arriving?	
- 3 For questions 1–10, choose from the people (A–D). Each person may be chosen more than once.
- 4 Work in groups. Which of the holidays sounds the worst to you? Take turns to tell each other about a memorable holiday you have had. Then decide which of you had the most interesting holiday.

My nightmare holiday!

Happy holidays?

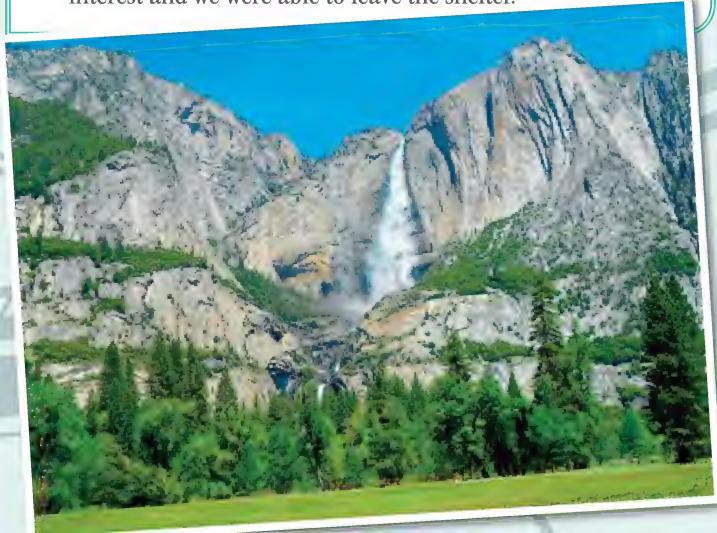
A Pauline Vernon – Malaysia

My dad was teaching in Kota Bharu, Malaysia. When my mum and I flew out to visit him for three weeks, he had already organised our stay in great detail. On our first evening we had a party on the beach. It was an idyllic scene: a beautiful empty beach, palm trees, white sand, the warm gentle waters of the South China Sea. I swam in the shallow water thinking “this is the life”, when a jellyfish swam between my legs. The sting, on both legs, was agony, and it was only then I discovered that two people had died from jellyfish stings that year and until that point, no one had bothered to mention the sea-snakes, for whose bite there is no cure. I now understood why the beach was deserted.



B Sandy Henderson – the USA

I was on a camping holiday in Yosemite National Park in California with a friend, when I awoke to the sound of screaming. I looked out of my tent and saw my friend trying to get out of his sleeping bag, with a giant black bear rearing up behind him. Quite possibly the quickest I've ever got out of bed, I scrambled up and we both sprinted in no particular direction. By pure chance, we'd passed a small cabin a little way back on the trail and we made a dash for that, jumped inside and locked the door. Seconds later, the bear was scraping at the door as we cowered inside, afraid that the whole thing might fall off. After quite a long time, the bear lost interest and we were able to leave the shelter.



C Cat O'Donovan – the USA

Twenty-three hours into an epic bus trip across the States, I began to wonder what I had let myself in for. I was at Denver bus station, sitting on my backpack, drinking coffee. Before boarding the first bus in LA, I had been filled with romantic ideas of friendship among the passengers and fascinating stops, as well as spectacular scenery. After the guy next to me had finished talking about his time in jail, I realised my expectations were a bit off. After all, I was 17 and travelling alone.

I had no idea when the next bus was, so I went up to the counter to ask. One unfriendly staff member was so large I feared she had eaten several passengers, so I waited until her colleague was free.

“Three-and-a-half hours,” she said. I groaned. Would I ever reach New York? I sat back down to drink my coffee.

D Graham Whitely – Nepal

It was not my first walking holiday to Nepal, but for some reason I no longer remember, I decided to go several weeks before the walking season actually began. There were no other walkers on the flight to Kathmandu, which suggested I might not have made the best decision. Walking to my empty hotel through rainy streets on the first night, I tried not to think what conditions would be like at higher altitudes.

Next day I flew to Tumlingtar to start walking up the remote, rarely visited Arun valley. As I climbed, the bushes on either side of the path were covered in ice and the weather was constantly cloudy. The lodges where I stayed were run by people who spoke no English, and the only meal available was boiled rice with lentil soup.

Each day required at least eight hours of unpleasant solitary walking, longing for a conversation with someone. During all the long walk towards Kathmandu, it continued cloudy and I never even saw a mountain.



Grammar

Past perfect simple and continuous

1 Look at this sentence from Reading and Use of English Part 7 (A Pauline Vernon) and answer the questions below.

When my mum and I flew out to visit him for three weeks, he had already organised our stay in great detail.

- 1 Which of these actions happened first?
 A He had organised their stay.
 B They flew out to visit him.
- 2 Which verb form is used to indicate that something happened before something else in the past?
- 3 Compare the sentence above with the one below. What does the sentence below suggest about when the stay was organised?
When my mother and I flew out to visit him for three weeks, he organised our stay in great detail.

→ page 179 Language reference: Verb tenses – past perfect simple

2 Work in pairs. Find six other examples of the past perfect (*had been / had done*) in Reading and Use of English Part 7. Why is the past perfect used in each case, i.e. what is the event or situation in the past simple? e.g. A Pauline Vernon: I discovered that two people had died from jellyfish stings that year – i.e. I discovered (this).

3 Complete these sentences by writing the verb in brackets in the correct form (past simple or past perfect) in the gaps.

- 1 We were feeling hungry although we (eat) lunch only an hour before.
- 2 I didn't know my way around the city because I (never be) there before.
- 3 The party, which our hosts (organise) before we arrived, was one of the most enjoyable parts of our trip.
- 4 When I (arrive) in Nairobi, I wasn't allowed into the country because I (lose) my passport.
- 5 I (recognise) her from the photograph, although I (never speak) to her before.
- 6 He helped to raise money to repair homes which the hurricane (damage).

4 Look at sentences A and B below.

- 1 Which sentence focuses on the length of time spent travelling?
- 2 Is the underlined verb in the past perfect simple or past perfect continuous?

A Paul was tired because he'd been travelling all day.
 B Paul went to the information office because he'd never travelled in the region before.

→ page 179 Language reference: Verb tenses – past perfect continuous

5 Complete these sentences by writing the verb in brackets in the correct form (past perfect simple or continuous) in the gaps.

- 1 The storm damaged the house where she (live) since she left school.
- 2 We (walk) up the mountain for about three hours when suddenly it (begin) to rain.
- 3 I (already finish) the work when she (offer) to help me.
- 4 I (only speak) for 30 seconds when he interrupted me with a question.
- 5 I was tired and dirty when I (get) home because I (walk) in the country all afternoon.



6 Candidates often make mistakes with the past perfect simple and continuous. Correct the mistakes in these sentences.

- 1 I couldn't believe he have done such a thing.
- 2 I was hungry when I arrived because I didn't have anything to eat all day.
- 3 He didn't go to London before and he found it really exciting.
- 4 On one of my birthdays, my father had bought me a bicycle because I always wanted one.
- 5 She was 19 years old and she just finished school two weeks earlier.
- 6 I was tired because I have been cleaning the house the whole day.

Speaking | Part 3

Exam information

In Speaking Part 3:

- you and the other candidate must discuss a situation or problem together and reach a decision.
- the examiner gives you a page with a task consisting of a question and five different word prompts.
- you have 15 seconds to read and think about the task and then you have two minutes to discuss your ideas.
- the examiner then asks you another question (which is not written down) so that you can summarise your thoughts. You will have one minute to do this.

This part tests your ability to interact by exchanging ideas, discussing opinions, suggesting, agreeing, disagreeing, etc.

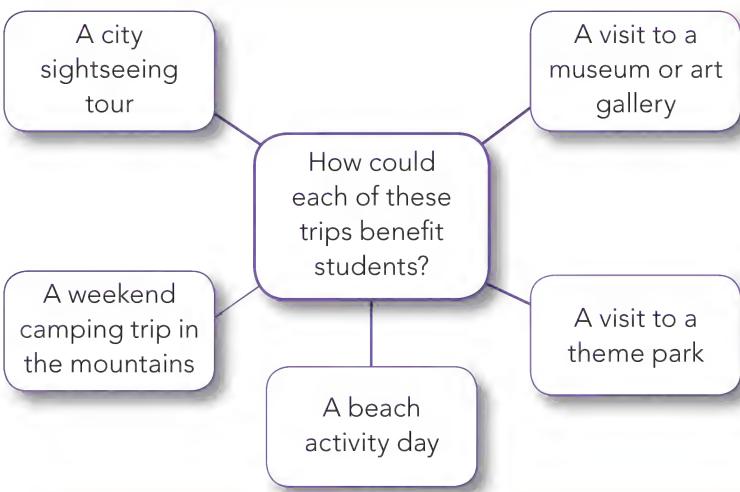
2  10 Listen to two candidates, Miguel and Antonia, beginning this task. What benefits do they mention for three of the options?



1 Work in pairs. Read the examiner's instructions and look at the task. Which phrases in the box below could you use to talk about each option?



I'd like you to imagine that your college has won first prize in a competition – a trip for all the students. Here are some ideas for trips that students could do and a question for you to discuss. Talk to each other about how these different trips could benefit the students.



become more self-confident become more independent
 learn to work in a team cope in another language
 be educational make a change from their everyday lives
 get a real thrill have new experiences
 appreciate other cultures learn teamwork
 tough conditions get away from their daily routine

3 In Speaking Part 3, it's important for candidates to react to each other's ideas and suggestions. You can do this by asking each other questions. Complete the students' questions below by writing a word or phrase from the box in the gaps. Then listen again to check your answers.

about that don't you shall think this one
what about

- 1 we start with ?
- 2 How do you a sightseeing tour of a city might be good for students?
- 3 this sort of activity holiday in the mountains?
- 4 Yes, and they learn to be more independent because they're away from home and their families, think?
- 5 And the beach activity day: what ?

4 Pronunciation: intonation (1)

You can indicate that you have finished speaking, or that you have more to say by making your voice rise or fall. This is called **intonation**. A **falling intonation** shows that you have finished speaking, while a **rising intonation** often indicates that you still have more to say.

The speaker's voice falls or rises most on words which are stressed.

1  **11** Listen to these extracts from the conversation. Decide if the speaker's voice rises or falls on the underlined words.

- 1 How do you think a sightseeing tour might be good for students?
- 2 I think you can learn a lot about architecture and history and things like that.
- 3 Yes, and also you can visit somewhere very different and learn about other cultures.
- 4 What about this sort of activity holiday in the mountains?
- 5 I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

2 Work in pairs. Take turns to read sentences 1–5 aloud.

3 Write two sentences of your own, explaining the benefits of two of the options in the speaking task. Decide which words you should stress and whether your voice should rise or fall on the stressed words. When you are ready, work in pairs and

- take turns to read your sentences aloud
- react to what your partner says with your own ideas.

5 Work in pairs. Do the first part of the task yourselves.

- Ask each other the questions from (Speaking) Exercise 3.
- Talk about each of the options from the speaking task in turn. Take two minutes to do this.
- Try to use the words and phrases from the box in (Speaking) Exercise 1.

6 Work in pairs. Look at the examiner's instruction for the second part of the task and the list of strategies (1–6) which follow. Then:

- decide together which strategies would be good for this part of the task. Write Y (yes) or N (no) next to each strategy
- give reasons for your answers.



Now you have a minute to decide which trip the school should choose.



- 1 Talk about each of the options in turn again.
- 2 Suggest which option you would choose, say why, and ask your partner if he/she agrees.
- 3 Agree with the first option your partner suggests.
- 4 Disagree with the first option your partner suggests, say why you disagree, then suggest another option and say why.
- 5 Agree with the first option your partner suggests, but then suggest an alternative and say why.
- 6 Disagree with everything your partner says in order to make the discussion longer.

7  **12** Listen to two pairs of candidates, Miguel and Antonia, and Irene and Nikolai, doing this part of the task. Which of the strategies from Exercise 6 (1–6) does each speaker use?

- Miguel: Antonia:
- Irene: Nikolai:

8 Match each of these phrases (1–7) with their function (a–e). Some functions can be matched with more than one phrase.

- 1 In my opinion, the best choice is ... because ...
- 2 I think we should choose ... because ...
- 3 What do you think?
- 4 Yes, I think you're right, but ... because ...
- 5 You might be right, but I think we should also consider ... because ...
- 6 I think ... is a better option because ...
- 7 I think your suggestion would be fine if ... , but ...

- a suggest an option and say why
- b ask your partner if they agree
- c disagree with a suggestion and say why
- d suggest a different option
- e agree with a suggestion, but suggest a different option and say why

9 Now work in pairs and do the second part of the task using phrases from Exercise 8.

 page 197 Speaking reference: Speaking Part 3

Writing | Part 2 A report

1 A report is a factual description of events or a situation. Read this writing task and underline the things you must deal with in your report.

You recently made a one-day excursion with your class to a local place of interest. Now the director of your college has asked you to write a report about it for senior teachers to read. You should explain what you did **and** say why you think the day was a success.

Write your report.

2 Work in pairs. Discuss these questions about the writing task above, then decide which ideas you would like to include in your answer.

- Where did you go, and what was the purpose of the excursion? (You may have to invent these details. These could be a visit to a theatre, museum, a day in the country, a visit to a sporting event, or something else.)
- When did you go, and what did you do and/or see?
- What reasons can you think of to explain why the day was a success?

3 Sandra is studying English near London. Read the report she wrote on the right and circle the correct form of the verb in *italics*.

4 Read the report again and answer these questions.

- 1 Does the report have a title?
- 2 How many sections does the report have? How do we know what each section is about?
- 3 How many purposes of the excursion does Sandra mention?
- 4 What reasons does Sandra give for the day being a success?

5 Work in pairs. Write a plan for the writing task in Exercise 1. Decide:

- what title you will give the report
- how many sections you need
- what section headings you want to use
- what each section will contain.

6 Write your report using the report in Exercise 3 as a model. You should write between 140 and 190 words.

Excursion to London

Purposes of trip

On 2nd April, our class (1) took / was taking a break from normal lessons and (2) has gone / went on a day trip to London. The purpose of our visit (3) was / had been to ride on the London Eye in the morning and then do a tour of the Globe Theatre, which (4) was being / had been Shakespeare's theatre, in the afternoon.



What we did

We (5) rode / were riding for about half an hour on the London Eye, which is a giant wheel. Fortunately, the weather was good, so we (6) were / have been able to see views across the whole of London. After lunch and a walk along the South Bank, we (7) took / have taken a guided tour of Shakespeare's Globe Theatre, where the guide explained how the theatre (8) was operating / had operated in Shakespeare's time and how the theatre works nowadays.

Comments

The excursion (9) was / has been excellent because the two activities (10) were / had been extremely interesting and very different, so everyone (11) enjoyed / had enjoyed something. Also, we (12) learned / have learned a lot. The day was well planned, and we (13) had / have had plenty of opportunities to practise our English outside the classroom, which I think the class (14) found / was finding very motivating.

Exam information

When writing a report for Writing Part 2:

- you should give it a title.
- you can divide it into sections and give each section a heading (the first and last sections could be Introduction and Conclusion).
- make suggestions and recommendations (if required by the task).
- make sure that you answer all parts of the task.

This writing question tests your ability to organise and express information and make recommendations or suggestions.



page 191 Writing reference: Writing Part 2 Reports

4

Food, glorious food



Starting off

1 Work in groups. Complete the predictions below (1–5) about food in the future by writing a word or phrase from the box in the gaps. Then check your answers on page 42.

a spinach and broccoli b seaweed c chocolate
d insects e meat grown in a laboratory or factory

- 1 from stem cells will one day replace meat from farm animals in our diet.
- 2 In many parts of the world, people already eat This will soon be one of the vegetables everyone eats.
- 3 In many parts of the world, people eat , which are a great source of protein. They will soon become part of everyone's diet.
- 4 There may be a connection between eating and increased intelligence: people will eat more of it.
- 5 Eating genetically modified will help prevent disease.

2 Match each sentence with a photo.

3 Work in pairs. Discuss these questions, giving reasons for your answers.

- 1 Which of the foods in Exercise 1 would you ...
 - a be happy to eat or use?
 - b be ready to try?
 - c absolutely refuse to eat or use?
- 2 Which of these predictions do you think will come true?

Reading and Use of English | Part 6

- 1 Work in groups. You are going to read an article about a school in California where the students grow, cook and eat their own food. How do you think students benefit from this?
- 2 Read the article *Learning about food* carefully and note down the topic of each paragraph. An example has been done for you.
- 3 Six of the seven sentences below have been removed from the article. There is one extra sentence you do not need to use. Underline the words and phrases in the sentences which refer to something in another part of the article. (Sentences A and B have been done for you as examples.)
 A Judging by the happiness in this garden among a mixed bunch of ordinary children, the answer would have to be yes.
 B Keeping notes in this way is viewed as an essential part of experimental learning.
 C One lesson, on European diets in the Middle Ages, ends with the children cooking roasted vegetables with herbs and garlic.
 D The problem, according to some critics, is that these projects may be just too expensive to run.
 E These two projects aim to provide all 10,000 students in Berkeley's public schools with good food while also placing food at the heart of the curriculum.
 F We couldn't possibly produce enough food in this small space to feed all 300 children.
 G Lessons like this one take place in the garden and kitchen and they form part of the curriculum.

Learning about food

A school in California finds a new way to teach students about healthy eating

Alice Waters – chef and restaurant owner – is sitting in the kitchen garden of the Martin Luther King School in Berkeley, California. The kitchen garden is called the Edible Schoolyard, and students at this public school are preparing a vegetable bed as part of a lesson. Later, they will cook what they pick as part of their school lunch. **1** Each student receives between 18 and 40 hours' tuition a year in the Schoolyard, and as a result, what they eat at school has changed. A good part of the food grown here is used in the school's daily meals.

Waters has been fighting to improve children's diets for a decade, and in 1996 she started a campaign to raise funds for the Edible Schoolyard and the School Lunch Initiative. **2** And Waters hopes that they will set an example for other parts of the country as well. "We have such a huge problem of bad eating habits in the United States that teaching about food cannot be left to parents," she says. "So many children generally are eating fast, cheap, easy food that something has to be done."

Marsha Guerrero, director of the School Lunch Initiative, explains how it all works. "This is mainly a teaching garden," she says. **3** Nearby farms therefore also supply food as part of the regular lunches at the school. These are prepared using fresh organic ingredients when possible.

Typical classes in the Edible Schoolyard involve plenty of gardening activity. However, they are not a break from normal school work, as academic projects are always attached. In one lesson, the students are asked to choose one part of the garden as their personal spot for the entire year. They then observe and record in a journal what happens in this spot as time progresses. They record their observations of insect life, the soil and changes to the plants. **4**

Classes in the kitchen involve cooking lunch, but also link into classroom academic subjects. The food cooked here includes a range of dishes from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables. The recipes are dictated by what vegetables are available. Science is taught through nutrition and cooking technique; geography through the effects of the seasons and eating habits around the world. **5**

Today's midday meal consists of homemade pesto and tomato sandwiches, with a big vegetable salad. Everyone is eating. Teo Hernandez, 13, says he has changed the way he eats. "I can now cook and grow things," he says. "I don't know yet if I will continue doing so in the future, but I know I can. I have changed my attitude to food; I like some herbs and lettuce and I use less salt. It's been fun, the teachers are nice – and there's no homework." Teo has been in the US for only three years, but his teachers say he has learned to speak perfect English in such a short time because he is so happy at school.

But has Alice Waters succeeded? Is the Edible Schoolyard model the way forward? **6** "When kids become unhealthy due to bad diet, they become isolated," says Waters. "But eating such good food and picking, smelling and cooking the vegetables and fruit in this garden makes them care about what they eat – and it shows them that we care about them. Just seeing a child saying to another, 'Would you like some?' – that is the essential thing."

Adapted from the *Daily Telegraph*



4 Choose from the sentences A–G the one which fits each gap (1–6). When you place a sentence, check what the words and phrases which you underlined refer to.

5 Work in groups.

- Do you think all schools should teach students cookery and healthy eating habits? Why? / Why not?
- Did you study cookery at school? If so, how useful did you find the lessons?

Exam advice

- Read the text carefully before you look at the gaps, so you know what each paragraph is about. It helps to make a brief note in the margin.
- Read the sentences carefully one by one; can you recognise from the idea expressed in the sentence where it should go?
- Use words and phrases in the sentences which refer to something in the article to help you.

Vocabulary

food, dish and meal

1 Candidates often confuse *food*, *dish* and *meal*. Read the definitions on page 183. Then complete these sentences by writing one of the words in the correct form in the gaps.

- 1 A good part of the grown here is used in the school's daily
- 2 The cooked here includes a range of , from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables.
- 3 Today's midday consists of homemade pesto and tomato sandwiches.

2 Each of these sentences contains a word which is often used wrongly by candidates. Cross out the wrong word and write the correct word.

- 1 I'm quite surprised, but I'm really enjoying English meat. ~~food~~
- 2 Moussaka is one of the most delicious meals you can eat in my country.
- 3 This beef food is really tasty, isn't it?
- 4 The meal in my country is delicious.
- 5 Too many people eat meals direct from the fridge, which is not always very healthy.
- 6 When I visit you, I could cook a food that is from my country.
- 7 The cost of your holiday includes two dishes a day: breakfast and dinner.

3 Complete these collocations by writing *food*, *dish* or *meal* in the correct gap. You will need to use one of the words twice. In one case, more than one answer is correct.

Some noun and adjective collocations with *food*, *dish* and *meal*:

- 1 a source/supply/shortage
- 2 organic/convenience
- 3 a(n) elaborate/simple or
- 4 a balanced/filling/light/heavy

4 Complete these sentences by writing the correct form of a collocation from Exercise 3. In some cases, more than one answer may be possible.

- 1 At weekends, Santos likes to spend hours in the kitchen carefully cooking containing many ingredients.
- 2 Growing populations may lead to in some countries.
- 3 I wouldn't call yoghurt and a banana a – it's more like a snack.
- 4 If we continue to overfish, we won't be able to rely on the oceans as a in the future.
- 5 Many people lead such busy lives that they tend to buy from supermarkets to save time.
- 6 My mum always tries to provide with fresh vegetables, pasta or potatoes and some meat or fish.
- 7 The hotel's is delivered directly from local markets every morning.
- 8 There's little evidence that is healthier than other types of food.

5 Work in pairs or groups. Imagine that students at your school or college have to do a project on the food people eat. Below are some places where they can spend time doing this.

- Talk to each other about what they might learn at each place.
- Decide which two places they should spend time at.

Places to learn about food

- a farm
- a restaurant kitchen
- a supermarket
- cookery classes
- a factory producing food



Answers to Starting off, Exercise 1: 1 e, 2 b, 3 d, 4 c, 5 a

Grammar

so and such

1 Complete these sentences from Reading and Use of English Part 6 by writing *so*, *such* or *such a* in the gaps.

- 1 "We have huge problem of bad eating habits in the United States that teaching about food cannot be left to parents," she says. "..... many children generally are eating fast, cheap, easy food that something has to be done."
- 2 Teo has been in the US for only three years, but his teachers say he has learned to speak perfect English in short time because he is happy at school.
- 3 "But eating good food ... makes them care about what they eat ..."

→ page 175 Language reference: *so and such*

2 Write *so*, *such* or *such a(n)* in the gaps in these sentences.

- 1 I always enjoy visiting his house because he makes lovely food.
- 2 There was much food on the table that we didn't know where to start.
- 3 I don't think eating a pizza at your place is good idea if your parents are at home.
- 4 It's difficult not to cook good food when the ingredients are fresh.
- 5 She's got little to say that most people find her rather dull.
- 6 It was scary film that I couldn't get to sleep when I went to bed.



3 Candidates often make mistakes with *so* and *such*. Some of these sentences are correct. Find and correct the mistakes.

- 1 I'll remember the meal for a long time because it was such delicious.
- 2 I can't study in a so much a noisy place.
- 3 It was such fun for all of us to be together.
- 4 They're so nice, talkative, funny people.
- 5 I'm glad to see you after so long time.
- 6 It's difficult to get by on such little money.
- 7 It's a pity that there were so few spectators at the football match.
- 8 There aren't many places in this town where you can listen to so good music.

4 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 This is the best meal I've ever eaten.
GOOD
I have meal before.
- 2 She spoke too quickly for us to understand.
THAT
She spoke could not understand her.
- 3 He was given a good grade because he gave an excellent answer to the question.
ANSWERED
He that he was given a good grade.
- 4 We all felt hungry because the organisers didn't give us enough food.
LITTLE
The organisers provided us that everyone felt hungry.
- 5 It was the most enjoyable party she had ever been to.
FUN
She had never a party.
- 6 It's hard to sleep with such noisy neighbours.
NOISE
The neighbours that it is hard to sleep.

Listening | Part 4

Exam information

In Listening Part 4, you:

- listen to an interview or a conversation and answer seven questions by choosing A, B or C.
- hear the recording twice.

This part tests your ability to understand main ideas, details, opinions, attitudes and specific information.



1 Work in pairs. You will hear an interview on local radio with a woman called Cherry, who runs a café. Before you listen, discuss these questions.

- Do you have a favourite café? What's it like? Describe the food and drink, the atmosphere and the service.
- How do you think it could be made even better?

2 Quickly read only the questions in 1–7 (do not read options A–C yet) and underline the main idea in each one.

1 Cherry started her café because she

- A had recently lost her job.
- B saw a business opportunity.
- C wanted to achieve a dream.

2 What did Cherry consider most important when she chose the site for her café?

- A It had no other cafés nearby.
- B It had schools nearby.
- C It had more space.

3 What does Cherry say about the décor of her café?

- A It is changed regularly.
- B It is easy to clean.
- C It is welcoming.

4 How does Cherry behave with her customers?

- A She tries to get to know them personally.
- B She is always smiling and friendly.
- C She treats them with respect.

5 One purpose of the back room is as a place for

- A meeting new people.
- B studying.
- C people with no home.

6 Cherry believes food she serves should be

- A healthy.
- B reasonably priced.
- C quick to prepare.

7 What do parents like about the café?

- A the atmosphere
- B the prices
- C the food

3 **13** Now listen, and for questions 1–7, choose the best answer (A, B or C).

4 Work in pairs.

- Does Cherry's café sound the sort of place you would like to visit? Why? / Why not?
- Are there cafés in your town which are mainly for young people? How are they different from cafés for other types of customer?
- What things make a café attractive to young people?

Grammar

too and enough

1 Read these sentences from Listening Part 4. Write *too*, *too many*, *too much* or *enough* in the gaps.

- 1 Poor things, they've got free time and they're not eating well
- 2 We don't want to be going replacing furniture every five minutes. It'd just be expensive and I'd go broke!
- 3 I don't just serve, like, hamburgers and chips. That's not healthy
- 4 I don't do the cooking – Mikey does that 'cos I don't have time ...
- 5 Actually, I don't see parents but the odd comment comes back.

page 175 Language reference: too and enough



2 Complete these sentences by writing *too*, *too many*, *too much* or *enough* in the gaps.

- 1 I really enjoyed the meal, although I thought there were chips and not fresh vegetables.
- 2 Few schools spend time teaching students about nutrition.
- 3 A lot of people eat quickly to enjoy their food properly.
- 4 The school canteen is small for everyone to eat lunch at the same time.
- 5 Students don't take interest in their diets.

3  Candidates often make mistakes with *too*, *too many*, *too much*, *enough* and *very*. Rewrite these sentences correctly. More than one answer may be possible.



- 1 I liked the restaurant but the food wasn't enough.
- 2 Experts say that fast food is not too much good for you.
- 3 I don't have money enough to pay for your dinner.
- 4 We didn't like the hotel because it wasn't enough comfortable.
- 5 The food takes too much long to prepare, so customers become impatient.
- 6 Some people suffer from doing too hard work.
- 7 The food was not too much tasty.
- 8 I'm afraid the meal was too much expensive.

4 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Few people can afford to eat in that restaurant.

TOO

That restaurant most people.

2 We ran out of petrol before we reached our destination.

ENOUGH

We did not have to our destination.

3 The news surprised her so much that she couldn't speak.

ASTONISHED

She the news to speak.

4 We did not go swimming because of the cold weather.

WARM

The weather us to go swimming.

5 Work in pairs. Imagine you have both been to a birthday party at a friend's house, but you didn't really enjoy yourselves. Discuss what was wrong with the party, e.g. *The house was too cold, so we were shivering to start with. There wasn't enough food, so we had to go out and get some more.*

You can talk about:

- the food
- the place
- the other guests
- the music
- how you felt.



Speaking | Part 4

Exam information

In Speaking Part 4, the examiner:

- asks you questions to find out your opinions on general topics related to Part 3.
- may also ask you to discuss questions with the other candidate and react to ideas and opinions which they express.

This part tests your ability to express and justify opinions, agree and disagree.

1 Martyna and Miguel are answering an examiner's question in Speaking Part 4. Read their answers, ignoring the gaps, and match the words and phrases in bold with the definitions a–g below.



Examiner: Do you think fast food is bad for you?

Martyna: I think it depends. I think the most important thing is to have a **balanced diet**, (1) you eat a variety of vegetables, meat, cereals and so on. I'm not sure it matters so much how long it takes to prepare, (2) I think fast food is just food which is prepared quickly. (3) , if you just live **on**, what's it called, **junk food**, for instance hamburgers and pizzas and things like that, (4) you probably need to **cut down** and have a more balanced diet.

Examiner: And Miguel, what do you think?

Miguel: I agree with Martyna. I think it's fine to eat fast food occasionally, (5) you have to balance it with other things like fresh fruit and vegetables (6) are in season and cut down on **dairy products** and fat. Also, I think that (7) you eat is only one part of a healthy **lifestyle**.

- a solid or liquid substance obtained from animals or plants and used especially in cooking **fat**
- b combination of the correct types and amounts of food
- c do less of something
- d food that is unhealthy but is quick and easy to eat
- e foods made from milk, such as cream, butter and cheese
- f only eat a particular type of food
- g someone's way of living; the things that a person or particular group of people usually do

2 **14** Complete Martyna's and Miguel's answers by writing a word or phrase from this box in the gaps. Then listen to check your answers.

because but in other words on the other hand
then what which

3 Find words or phrases in Martyna's and Miguel's answers where they:

- 1 explain what they mean using different words
- 2 give a reason
- 3 give examples
- 4 balance one idea or opinion with another.

4 Pronunciation: grouping words and pausing (1)

When we speak, we say words in groups which form a meaning together, almost like one word, and we pause slightly between these groups of words.

1 **15** Listen to Miguel and Martyna answering the examiner's next question and use a (/) to mark where they pause.

Examiner: How can families benefit from eating together?

Miguel: Well, / the important thing is not eating, / it's spending time together / so that they can talk about what they have been doing during the day. They get the chance to exchange opinions and make plans as well, because everyone can contribute and that's what makes a rich, meaningful family life. Children learn ideas and attitudes from their parents, while parents keep up to date with their children and what they are thinking and doing.

Examiner: And Martyna, do you agree?

Martyna: Yes, I do. And also I think people cook better when they are cooking for several people than when they are just cooking for themselves, so that as a result, people who eat together eat more healthily.

2 Work in pairs. Read Miguel's and Martyna's answers aloud. While your partner is speaking, check where they pause and if the pause sounds natural.

3 Look at Martyna's and Miguel's answers in Exercise 1 and use a (/) to mark where you think they pause. Then listen again to check your answers.

4 Work in pairs. Read Martyna's and Miguel's answers aloud.

5 Write your answer to the question in the box in three or four sentences. Where necessary, use phrases to explain what you mean, give examples and reasons, and balance one opinion or idea against another.

How can children and young people be encouraged to eat healthily?

When you have finished, mark where you think you need to pause when you speak.

6 Work in pairs and take turns to ask and answer the question in Exercise 5.

7 Think about how you can answer each of these questions. Then work in pairs and take turns to ask and answer the questions.

- 1 How important is it for people to be interested in the food they eat?
- 2 What, for you, is a healthy diet?
- 3 How are the things we eat nowadays different from the things our grandparents used to eat when they were young?
- 4 Do you think young people should learn to cook at school? Why? / Why not?

→ page 198 Speaking reference: Speaking Part 4

Reading and Use of English | Part 1

Exam information

In Reading and Use of English Part 1, you read a text of 150–160 words with eight gaps and one example (0). You must choose the best option A, B, C or D for each gap.

This part tests your knowledge of the meanings of words, how they are used, collocations and the grammar connected with particular words.

1 You are going to read a short review of a restaurant in Manchester. Read the review quickly to find out what the writer liked about the restaurant, e.g. *the price*.



Moso Moso

I (0) ...tried... Moso Moso for the first time this month, and (1) that it was easily the best Chinese restaurant I've eaten in.

The surroundings were modern, yet it still felt airy and cosy. The waiters were very welcoming and informative, and not too rushed, as is often the (2) in some of the city's more popular restaurants.

As I was eating with a party of eight, we (3) to sample a good range of items on the menu, and between us couldn't find a single item that wasn't satisfying and delicious. Every (4) featured wonderful combinations of flavours. All the ingredients were clearly fresh and of the highest (5) and in my opinion, the seafood was particularly tasty. We felt that we were given very good (6) for money, because the meal (7) to about £15 per person which we thought was very reasonable.

All of us would highly (8) this restaurant and, as it is located just a short walk from our workplace, we will no doubt be back for many more lunches!

Adapted from the *Manchester Evening News*

Questions 1–8

2 For questions 1–8, read the review again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A checked	B tried	C tested	D proved
1 A revealed	B noticed	C found	D knew
2 A reality	B case	C situation	D fact
3 A achieved	B succeeded	C managed	D reached
4 A plate	B dish	C food	D meal
5 A quality	B level	C condition	D choice
6 A price	B worth	C cost	D value
7 A arrived	B reached	C came	D rose
8 A recommend	B propose	C suggest	D advise

3 Work in groups. Where is the best place in your town for:

- a night out with your friends?
- a big family celebration?

Writing | Part 2 A review

1 Work in pairs. Read the Exam information and advice box on page 49, then read the writing task below and underline the points you must deal with.



You see this announcement in your local English-language newspaper.

Can you recommend a local restaurant, café or snack bar? If so, why not write a review for our Food section? Tell our readers what the place and the food are like, and say why you think everyone in the family would enjoy eating there.

All reviews published will receive vouchers for a free meal.

Write your review.

2 Answer these questions with a partner.

- 1 Which features below (a–j) do you think a review of a restaurant or snack bar should cover?
- 2 Which features does the review in Reading and Use of English Part 1 cover?
 - a The type of restaurant, café or snack bar
 - b The writer's general opinion of the restaurant, café or snack bar
 - c A description of its design and surroundings
 - d A description of the food
 - e A description of the other customers
 - f A description of the service
 - g An explanation of how to get there
 - h A recommendation
 - i An indication of the price
 - j The location



3 A review is a good opportunity to show your range of vocabulary. Complete the table below by writing each of the adjectives in the box from the review in Reading and Use of English Part 1 in the appropriate row. You can write some adjectives in more than one row.

airy cosy delicious fresh informative modern
reasonable rushed satisfying tasty wonderful
welcoming

the waiters / the service	
the interior	
the food and menu	
the price	
the restaurant in general	

4 EP Now add these adjectives to the table. You can add some of them to more than one row.

attractive cheerful colourful competitive delightful
elegant exceptional exclusive original raw
satisfactory superb well-balanced

5 Read this writing task and underline the points you must deal with.

You see this announcement in your college magazine.

Do you have a favourite restaurant, café or snack bar in town? If so, why not write a review for our 'Free Time' section, telling us what your favourite place is like and why you would recommend it to our students.

The three best reviews will receive a prize of €50.

Write your **review**.

6 Write a plan for your review and make notes on what you will put in each paragraph. Here are some things you can cover:

- Introduction: the name and type of place and where it is situated
- Your overall opinion of the place
- Particular dishes the place serves (and your opinion of them)
- The décor, the service, etc.
- Things you particularly like, such as the price
- A general recommendation

7 Work in pairs. Compare your plans.

8 Write your review. Write 140–190 words.

→ page 192 Writing reference: Writing Part 2 Reviews

Exam information and advice

- Writing a review tests your ability to describe and give your opinion about something you have experienced (e.g. a restaurant or a concert) and to make a recommendation to the reader.

When writing a review, you should think about what people want to know when they read the review, e.g. what sort of restaurant is it? What is the food like? Is it expensive?

Vocabulary and grammar review Unit 3

Vocabulary

1 Circle the correct word in *italics* in these sentences.

- 1 Welcome to the Intercity Hotel. I hope you had a pleasant *travel / journey*.
- 2 Sarah came back from her shopping *trip / journey* with lots of new clothes.
- 3 Among Brian's many interests, he lists foreign *journeys / travel* and climbing.
- 4 Do you know the *way / journey* to the cathedral?
- 5 It was a long, dangerous *trip / journey* to the South Pole.
- 6 I always stop for coffee at a café on my *journey / way* to work.
- 7 Are you all prepared for your forthcoming *trip / travel* to Egypt?
- 8 Many of our students have quite a long *travel / journey* to college each morning.

Grammar

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 During my visit to London, I took hundreds of photos.
WHILE
I took hundreds of photos London.
- 2 I didn't notice that my passport was missing until I reached the immigration desk.
LOST
When I reached the immigration desk, I noticed that my passport.
- 3 I've given up using the bus to go to school.
USED
I by bus, but I've given it up.
- 4 She was still at school when she passed her driving test.
GOING
She passed her driving test when school.

- 5 Paola and Antonio met for the first time at yesterday's party.

NEVER

Paola and Antonio before yesterday's party.

- 6 Pablo is no longer as frightened of spiders as in the past.

USED

Pablo frightened of spiders than he is now.

Word formation

3 **EP** Read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Paradise Hotel

We had been promised an (0) **exceptional** holiday in a three-star hotel, so we made our reservation despite the (1) expense this involved. The website said it was an (2) three-star hotel which promised outstanding views of (3) mountain scenery.

Imagine how disappointed we felt when we found that we had been given a room with a view over the kitchens, which was completely (4) When we went down for dinner the first evening, we found that the restaurant was so (5) that we had to wait for our table even though we had booked it in advance.

When we finally sat down for dinner, the waitress was tired, irritable and generally (6) So we decided to spend the (7) days of our holiday in a quieter hotel nearby. It wasn't as luxurious as our first hotel, but the view of the mountains and river was certainly (8) to a view of the kitchens!

EXCEPT

CONSIDER

EXCLUDE

DRAMA

ACCEPT

ORGANISE

**HELP
REMAIN**

PREFER

Vocabulary and grammar review Unit 4

Vocabulary

1 Complete this text by writing *food*, *dish* or *meal* in the correct form in the gaps. In some gaps, more than one answer is possible.

Last week, my boyfriend, Nigel, invited me out for a (1) in a restaurant. The (2) was not very good though. For my first course, I chose a (3) called 'Chef's special', which turned out to be a kind of pizza. Generally, I'm not very keen on fast (4) , and this (5) was quite disappointing because it wasn't very special. Nigel didn't enjoy his (6) very much either. Personally, I think we would have enjoyed ourselves more if I'd cooked a (7) at home – after all, I had plenty of (8) in the fridge.

Grammar

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 The food was so hot that we didn't really enjoy it.

TOO

The food was really enjoy.

2 The waitress spoke so quickly that we had difficulty understanding her.

ENOUGH

The waitress didn't speak understand her easily.

3 We didn't get a table at the restaurant because it was too full.

SO

The restaurant we couldn't get a table.

4 I asked for a second helping because the food was so delicious.

SUCH

It was I asked for a second helping.

5 Julio is not a very good cook, so he won't get a job in that restaurant.

ENOUGH

Julio doesn't to get a job in that restaurant.

6 We ate very late because Phil spent too much time preparing the meal.

TIME

Phil spent preparing the meal that we ate very late.

Word formation

3 EP Read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Changing diets

Even in quite (0) societies, eating habits are changing.

In the past, people used to prepare good (1) meals from fresh ingredients and what was readily available in markets, but now (2) food is becoming (3) popular.

Research shows that eating some types of food too often may cause health problems, so governments and other (4) now offer information about diet and nutrition in the hope that it will (5) people from eating too much of the same thing and have a generally more (6) diet.

On the other hand, some people argue that despite the (7) of many traditional dishes from our menus, in general our diets are not as repetitive as they used to be. There is a much wider (8) of products available in supermarkets and other shops than there was 20 years ago.

TRADITION

FILL

CONVENIENT
INCREASE

ORGANISE

COURAGE

BALANCE

APPEAR

CHOOSE

5

Study time



Starting off

Work in groups.

What aspects of school life do these photos show?
How can students benefit from these activities?
Which of these activities have you done?
Which did you enjoy most?

Listening | Part 1

1 You are going to hear people talking in eight different situations connected with studying. Before you listen, match these words or phrases (1–9) with their definitions (a–i).

- 1 tutor
- 2 research (verb)
- 3 learner
- 4 mark (verb)
- 5 admission
- 6 pass (noun)
- 7 sit (an exam)
- 8 course requirement
- 9 job prospects

- a check a piece of work or an exam, showing mistakes and giving a number or a letter to say how good it is
- b someone who is getting knowledge or a new skill
- c something that is needed or demanded for a course
- d study a subject in detail in order to discover new information about it
- e successful result in a test or course
- f take a test or exam
- g the possibility of being successful at finding work
- h university teacher who teaches a small group of students
- i when someone is given permission to become a member of a club, university, etc.

2 Now read these questions and underline the main idea in each question (but not the options A, B or C).

- 1 You overhear a student talking about a course he has been doing. How does he feel about the course now?
 A discouraged
 B nervous
 C satisfied
- 2 You hear a student complaining about a problem she has had. What was the problem with her essay?
 A It had to be rewritten.
 B It was similar to another essay.
 C It was given a low mark.
- 3 You hear a student at a language school in Japan. What does she like most about the experience?
 A attending language classes
 B doing other activities after class
 C meeting other language students
- 4 You hear an interview with a student who is thinking of studying abroad. What does she think will be the main benefit?
 A living in a different culture
 B becoming more independent
 C getting a better qualification
- 5 You overhear the director of a school talking to students. Why is he talking to them?
 A to explain something
 B to remind them of something
 C to cancel something
- 6 You hear a girl leaving a message about her first day at a new school. What surprised her about the school?
 A the other students
 B the teachers
 C the classrooms
- 7 You hear two students talking about a lesson. What does the boy think about the lesson?
 A It was too advanced.
 B It was too long.
 C It was too disorganised.
- 8 You hear a teacher talking to a student. What is he giving her advice about?
 A sitting university exams
 B choosing a university course
 C paying for university fees

3  16 Listen and, for questions 1–8, choose the best answer (A, B or C).

Exam advice

- Read the questions carefully, underlining the main ideas in the question as you read. This helps you to focus on what is being asked. In some cases, you may have to underline the whole question.
- The words you hear will usually be different from the words in the question; listen for the meaning rather than actual words.

Vocabulary

Phrasal verbs

1  Match these phrasal verbs from Listening Part 1 (1–8) with their definitions (a–h).

1 get over	a be as good as something
2 live up to	b decide or arrange to delay an event or activity until a later time or date
3 hand back	c feel better after something or someone has made you unhappy, or get better after an illness
4 get away with	d be known or discovered finally and surprisingly
5 point out	e return something to the person who gave it to you
6 put off	f to think about something that happened in the past
7 turn out	g succeed in avoiding punishment for something
8 look back	h tell someone about some information, often because you believe they are not aware of it or have forgotten it

2 Complete these sentences by writing a phrasal verb from Exercise 1 in the correct form in the gaps.

- 1 Franz hates writing essays and tries to writing them till the last moment.
- 2 I don't know how Charo copying her essays from the Internet, but the teacher never seems to notice.
- 3 Julia worked really hard for the test, but when the teacher it she found she'd got a very low mark. I hope she the disappointment soon because she's looking really depressed.
- 4 My mum is very ambitious for me and it's difficult to her expectations. I think when she at her youth, she feels she didn't study hard enough herself.
- 5 The exam to be easier than I expected and, just as you , it was all things we'd studied before.

find out, get to know, know, learn, teach and study; attend, join, take part and assist

3  Candidates often confuse the following words: *find out, get to know, know, learn, teach and study; attend, join, take part and assist*. Circle the correct word in *italics* in these sentences, then check your answers by reading the definitions on page 183.

- 1 I've been thinking of going to an Italian university and *learning / studying* international business for a year.
- 2 I only *found out / knew* in my tutorial just now when the tutor handed my essay back to me.
- 3 ... the opportunity to live abroad would be extremely educational because I'd *learn / study* about the Italian way of life and way of thinking.
- 4 I *learn / know* Japanese from Japanese teachers.
- 5 I'm doing a karate course *learned / taught* in Japanese.
- 6 ... I'm *knowing / getting* to know lots of local people.
- 7 They also organise lots of other things for us learners to *assist / take part* in after school.
- 8 There are clubs we can *assist / join* if we're interested ...
- 9 You're expected to *join / attend* all your lessons ...

4 Complete these sentences by writing the words from Exercise 3 in the correct form in the gaps.

- 1 Dimitri has been Spanish because he hopes to study in Seville next year.
- 2 I've a lot of interesting people from different countries while doing this course.
- 3 Maria hopes to chemistry when she goes to university.
- 4 While Karen was at summer camp, she how to windsurf.
- 5 The best way to the answer to this question is to look on the Internet.
- 6 I'd like to ring Kevin, but I don't his phone number.
- 7 I had a wonderful course tutor who me to speak Spanish really well.
- 8 The university has an accommodation officer who will students with finding somewhere to live.
- 9 Kostas a youth club because he wanted to meet people.
- 10 It was the first time he had in a marathon, so people were surprised when he won.

Grammar

Zero, first and second conditionals

- 1** Read the sentences (1–6) below. Which ...
 - a refer to something which the speaker thinks is possible?
 - b refer to something which the speaker is imagining, thinks is improbable, or thinks is impossible?
 - c refer to something which is generally true?
 - 1 If you speak a bit of the language, it's much easier to make friends.
 - 2 If I went, it might make it more difficult for me to get a good degree.
 - 3 If for any reason you can't make it to a tutorial, try to let your tutor know.
 - 4 If I lived in Italy, I'd learn about how Italians live and think.
 - 5 If your tutor has to cancel a tutorial or put it off, he or she'll try to tell you the week beforehand.
 - 6 Your tutors will organise you into groups and suggest research unless you prefer working alone.

 [page 164 Language reference: Conditionals](#)

- 2** Match the beginning of each sentence (1–10) with its ending (a–j).

1 I won't mention your name	a I won't see my girlfriend for several months.
2 I'd travel round the world	b they usually get good results.
3 We don't allow people to do the course	c I'd go to the cinema with you.
4 I'll have to buy the book	d I wouldn't come back.
5 If I decide to study abroad,	e I'll tell her you called.
6 If I see her,	f if I had the money.
7 If I wasn't so busy,	g unless I can find it in the library.
8 If I went to study in Australia,	h unless you want me to.
9 I'd take a taxi	i if I could afford one.
10 If students come to class regularly,	j unless they have the right qualifications.

3  Candidates often make mistakes with first and second conditionals. Find and correct one mistake in each of these sentences. There may be more than one way to correct some sentences.

- 1 If I say that technology has not changed the way we study, I would be lying.
- 2 If I live near my school, I would go there by bicycle or even on foot.
- 3 If we study together, I think we would be able to test each other at the same time.
- 4 If we'll have any free time during the term, we can organise a school excursion.
- 5 If you'll have any problems on your course, please contact your tutor, who will sort them out.
- 6 If there will be something that interests you, do write back, and I'll do my best to tell you.
- 7 If I buy a computer, I would have to spend all day in front of it.
- 8 If we take a good rest, we would be full of energy and we could do everything better.
- 9 If you'll decide to stay until Christmas, you'll find Athens very exciting.
- 10 I'd like to say that if more people travelled by bicycle, the atmosphere will be better.



4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 We will not be able to finish the project without your help.

ASSIST

Unless project, we will not be able to finish it.

- 2 You cannot use the swimming pool unless you become a member of the sports club.

JOIN

You can only use the swimming pool the sports club.

- 3 Stella will not participate in the concert because she is feeling ill.

PART

If Stella was not feeling ill, she the concert.

- 4 It will be necessary for us to postpone the match if the weather does not improve.

PUT

Unless the weather gets better, we the match.

- 5 Your English improves because your teacher shows you your mistakes.

UNLESS

Your English would not get out your mistakes.

- 6 I will only play in the basketball match if I recover from my cold.

GET

Unless , I will not play in the basketball match.

5 Work in pairs. Take turns to ask each other these questions.

- If you could study anywhere in the world, where would you go?
- If you studied in a different country, what do you think would be your biggest problem?
- If you could change one thing in your life, what would it be?
- If, one day, you became famous, what do you think you'd be famous for?
- How will you celebrate if you pass all your exams this year?



Reading and Use of English | Part 7

1 Work in pairs. You are going to read extracts from four reports written by secondary-school students from different countries. Each student has written about an educational exchange he/she went on to another country. Before you read, discuss these questions.

- 1 How do you think students benefit from going to school in another country for a term (or even a year)?
- 2 What problems do each of the pictures show?
- 3 If you were doing an educational exchange, how would you deal with each problem?



2 Now underline the main idea in each question 1–10.

Which person

was surprised by the different approach
to education? 1

enjoyed cooperating with their host family? 2
believes they are more adult as a result of
the exchange? 3

feels the exchange has helped to equip them
for the future? 4
felt a responsibility to take as much advantage
as possible of exchange? 5

had a different attitude to attending school
while abroad? 6

wanted a change from their normal school
life? 7

had not expected to be able to do an
exchange? 8

had mixed feelings about the type of school?
changed their opinion of people as a result
of the exchange? 9
10

Exam advice

- Before you read the sections, read the questions carefully, underlining the main ideas.
- Read the first section and find which questions it answers.
- Deal with each section in turn in this way.
- If you have any time left at the end, go back and check what you have written and fill in any questions you missed.

3 For questions 1–10 above, choose the students A–D on page 57 and underline the words which give you the answer. The students may be chosen more than once.

4 Work in groups. Look at this post on an international student forum. Think about the experiences of the students you have just read about and decide what Anna should do.

Anna

I'm 16 years old and I'm interested in coming to your country for a few months to learn the language. I know a little of the language, but I'd like to speak it much better because I might decide to study it at university in future. What do you think I should do? Should I do an educational exchange and find a family with people my own age to stay with, or would it be better to stay at home and do an online course or go to a language school in my town?

At school abroad

Have you ever thought of studying abroad? Four students who studied abroad relate their experiences ...

A Divya Singh from Cardiff went to Chile

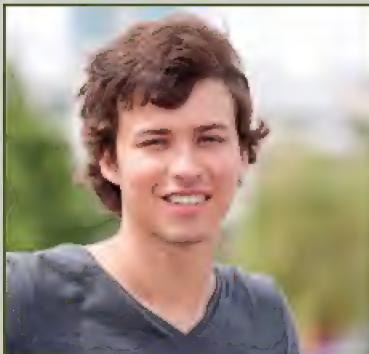
I went to a talk given by a couple of older students who had been on an exchange programme the previous year, and it occurred to me that if I could persuade my mum, this would be just the sort of break from normal school routine that

I needed. I filled in my application while holding out little hope of being selected. However I was, and was soon immersed in a totally different educational culture, which helped me to appreciate many aspects of my school back home. Another great advantage of my year abroad was that I picked up Spanish much more quickly than in classes back home and, because my teachers were pretty demanding, I even feel confident writing it now. As a result, I'm considering doing Spanish and Latin American studies at university and perhaps after that going into the diplomatic service.



B Bruce Brown from Sydney went to England

Although my parents had insisted that I went, I knew what a sacrifice they were making to pay for my year abroad, so I was determined to make the most of the opportunity. My host family was really welcoming, but what I found hard to get used to were the seemingly endless days of grey drizzle and the fact that it got dark so early in winter. Even so, I took every chance to get out and meet people, make friends and get a real, in-depth experience of English life. At the same time, I was keen to make an impact at school and get good grades, although I found the schoolwork quite challenging and not really the highlight of my stay. Even so, I learned far more than I expected, made a lot of friends and came away with the impression that the British are a lot more interesting than I had been given to expect by people back home.



C Nelson Grace from Boston went to New Zealand

I lived on a farm on South Island, where my host family had a vast flock of about 3,000 sheep. Being a city boy, the experience of farming life was totally novel, but I loved it and took every opportunity to go out and help with the work of the farm. I also got involved in lots of sporting

activities with my school, including sailing, rugby and skiing – all firsts for me. I found New Zealanders so enthusiastic about everything that I used to get up with a buzz of excitement and, unlike back home, I actually looked forward to going into school every day. I also think I matured a lot during my year abroad. I'm not so dependent now on my family or my teachers to make me study, and I've learned to get on with all sorts of different people, even if they're not my type. I've also learned a bit about the value of money!

D Carmen Echevarria from Bilbao went to Scotland

After four years in a state secondary school in Bilbao, it was a huge shock to find myself in a private all-girls school in the Highlands of Scotland, where everyone wore uniforms. Studying there was a complete revelation to me: gone were the hours spent in the evenings memorising huge numbers of useless facts for tests the next day which I would forget as soon as the test was over. Instead, we spent a lot of time discussing issues, solving problems and writing creatively. I missed my friends back home, but really appreciated learning to think in new ways and seeing that education could be so creative. I missed not sharing my classes with boys, but on the other hand, we probably concentrated harder and may have felt more relaxed about the opinions we expressed.



Reading and Use of English | Part 3

1 EP Form nouns from these verbs.

Verb	Noun
qualify	1 qualification
intend	2
respond	3
adjust	4
compare	5
exist	6
demand	7
develop	8
behave	9
advise	10
appear	11
know	12

2 EP Each of these nouns has been formed from a verb. Write the verb next to each noun.

Verb	Noun
1 agree	agreement
2	assessment
3	feeling
4	involvement
5	investigation
6	confusion
7	preference
8	approval

→ page 181 Language reference: Word formation

Exam advice

Read the text quickly to see what it is about.

- Read before and after the gap to decide:
 - what meaning the word has
 - what type of word you need (noun, verb, adjective or adverb).
- Think about how you need to change the word in capitals to form the word you need.
- When you have finished, read the completed text to check it makes sense.

3 EP Read the text below.

- Decide what type of word (verb, noun, adjective or adverb) you need for each gap.
- Then, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Culture shock for international students

Students going to study in another country usually have to make a number of cultural (0) **adjustments**. They may find it difficult to form (1) with local people and they will certainly have to get used to a (2) of new things including food, the climate and the language. An extra difficulty may be the different (3) which their teachers and tutors have of them in (4) with their home country. They may be (5) for the amount of work they have to do on their own or the fact that their tutors are looking for originality and a capacity for (6) thought rather than an ability to memorise large quantities of information. Equally, they may sometimes be surprised by the (7) of their fellow students who, although usually friendly and (8) , may sometimes seem a little immature. As time passes, international students will find that things become easier and what was unfamiliar to start with will eventually seem normal.

ADJUST
FRIEND
VARY

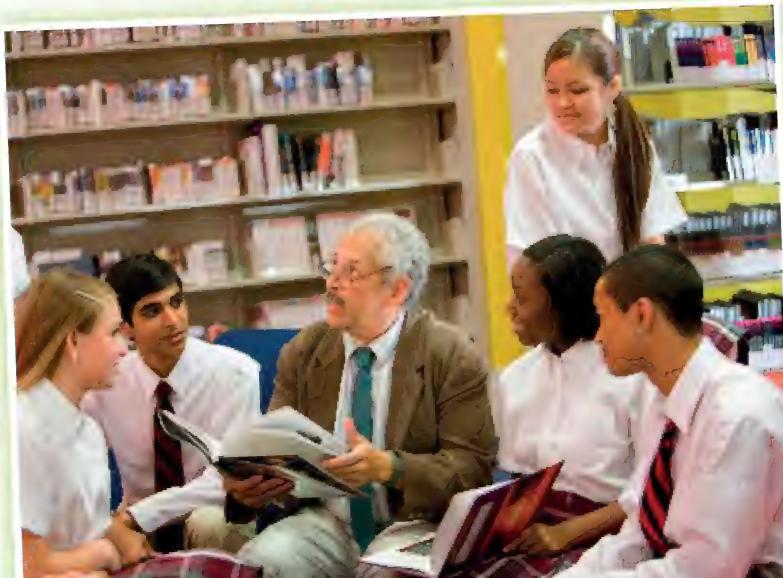
EXPECT
COMPARE

PREPARE

DEPEND

BEHAVE
WELCOME

4 Work in groups. How do schools benefit from having visits from exchange students?



Speaking | Part 1

1 17 Work in pairs. Complete this extract of two candidates doing Speaking Part 1. Then listen to check your answers.

Teacher: Nikolai, what is your favourite subject at school?

Nikolai: I find biology very interesting. That's (1) I enjoy all science subjects a lot and (2) I can get good enough marks in my final exams, I'll study medicine (3) I go to university. Also, I've got a really excellent biology teacher, (4) makes the subject much more fun.

Teacher: And you, Martyna, how do you think you'll use English in the future?

Martyna: Well, I think English is an absolute necessity now and you just can't get by without it. It'll help me to find a job, and (5) my work involves travelling, it'll really be essential. I'd like to work in business, (6) I think English is really necessary for that too.

Teacher: Thank you. Nikolai, can you ...

2 Work in pairs.

- 1 How many reasons does Nikolai give for his answer?
- 2 How many situations does Martyna mention for using English?
- 3 Why is it good to combine ideas and reasons in your answers?
- 4 Why is it good to sound interested and enthusiastic?

3 Think how you can answer these two questions, combining your ideas and reasons for them. Then work in pairs and take turns to ask and answer the questions.

- What is/was your favourite subject at school? Why?
- How do you think you'll use English in the future?

4 Pronunciation: word stress (2)

With some related words, the stress is different depending on whether it is a noun, a verb or an adjective.

1 18 Listen to these words. Which syllable is stressed?

necessary necessity

2 Decide which syllable is stressed in each of these words.

satisfying / satisfactory educate / education
 exam / examination explain / explanation
 graduate / graduation possible / possibility
 prefer / preference refer / reference
 relative / relation institute / institution

3 19 Now listen to check your answers. What do you notice about where we stress words ending in
 • -tion? • -ity?

4 Work in pairs. Take turns to read the words aloud.

5 Think about how you can answer these two questions using three or four words from Pronunciation Exercise 2 in your answers.

- What do you particularly like about the school where you study?
- What plans and ambitions do you have for your education in the future?

6 Work in pairs. Take turns to ask and answer the questions above. While you listen to your partner, pay attention to whether they use the correct stress on the words from Pronunciation Exercise 2 that they use. Correct them where necessary.

7 Work in pairs. Decide whether you will be Student A or Student B and take some time to think about how you will answer your questions. Then take turns to ask your partner the questions in their box.

Questions for Student A

- Can you describe the school you go (went) to?
- What would you like to study in the future if you had the chance? Why?
- How much homework do students in your country generally do?
- Can you tell me what you most enjoy about learning English?
- Tell me about the best teacher you have ever had.

Questions for Student B

- Do you prefer studying alone or with other people? Why?
- Can you remember your first day at school? Tell me about it.
- Would you like to study in a different country? Why? / Why not?
- How important are exams in your country?
- How important is learning English to you?

Exam advice

- Listen carefully to the question and make sure your answers are relevant.
- Where possible, give reasons for your answer and/or add some extra information.

Writing | Part 1 An essay

1 Read this writing task and discuss the essay question with a partner. Make a note of all your ideas and opinions from the discussion.

In your English class, you have been talking about what subjects should be compulsory at secondary school.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

All young people should study a foreign language as part of their education.

Do you agree?

Notes

Write about:

1. *working life*
2. *travel and holidays*
3. (your own idea)

2 Work alone and write a plan for your essay. Then compare your plan with your partner's.

3 Read Marina's essay plan and then answer the questions below.

Para. 1: Brief intro – present situation: more contact with other countries, more travel – my view: essential

Para. 2: necessary to get a job; useful for international work

Para. 3: going abroad – speaking with local people: more enjoyable + you learn more

Para. 4: using the Internet – mainly in English: essential information for all aspects of life – give examples

Para. 5: conclusion – my opinion: people who can't speak f. lang. have fewer opportunities.

- 1 Has she repeated words or phrases from the task in her plan? Why? / Why not?
- 2 How long do you think it took her to write the plan?
- 3 Has she covered all the points in the task? Why is this important?

4 Work in groups. Read the three opening paragraphs below (1–3).

- Which paragraph do you think is best? Why?
- What is wrong with the other two paragraphs?

1

Although most young people spend many hours at school learning a foreign language, usually English, for most of them the result is that they do not learn to speak it well and all this time is wasted. Instead, they could be learning mathematics or computer science, which are both really useful subjects. Is learning a foreign language a useful school subject? I will give you my opinion at the end.

2

In the past, only educated people in high society learned to speak foreign languages. This was mainly because only they could afford an education. However, as time has passed, education has become available to all children, and foreign-language learning has become increasingly common. Why do young people have to study foreign languages, and how do they benefit from doing so? That's the question.

3

In the modern world, we have to work and communicate with people from other countries. For this reason, I believe that learning a foreign language is an essential part of modern education.

5 Match these teachers' comments (a–c) with each of the opening paragraphs in Exercise 4.

a

- A good opening paragraph. You've stated your point of view clearly and directly and related it to the present situation.
- It's just two sentences, so plenty of space for the rest of the task!

b

- The history of language learning is not relevant to the task.
- Your question is not the question in the task, so also irrelevant. Stick carefully to the writing task.
- Your intro is 63 words – you now have a maximum of 120 words for dealing with the task. If you don't deal with the task exactly, you won't pass the exam!

c

- You've started the essay with an opinion, not an introduction to the topic. Will your final opinion be different?
- The paragraph is too long.
- You don't appear to have planned the essay – you've just started with the first idea that occurred to you. Remember: you'll lose marks if your essay is not well planned and organised.

6 Now write your own opening paragraph for the task in Exercise 1.

7 Complete Marina's answer below by writing the words and phrases from the box (which she uses for linking her ideas together) in the gaps.

a further point is that also do so for all these reasons for example when if it these opportunities with the result that

In the modern world, we work and communicate with people from other countries. For this reason, I believe that learning a foreign language is an essential part of modern education.

Nowadays, many jobs are international, (1) people have to be able to communicate in English. (2) people are likely to work in different countries during their careers, (3) their companies send them abroad to work. (4) will not arise for people who cannot speak a foreign language.

In their free time, many people like to travel and, (5) they can speak to local people, they enjoy their holidays more and learn about the places they visit. If they cannot speak a language, they probably stay in their own country and miss seeing other places. (6) we all use the Internet in English for study and work. (7) gives us information about things which are interesting and useful to us.

(8) , it is essential for young people to learn a foreign language. If they do not (9) , they will have fewer opportunities.

→ page 167: Language reference: Linking words and phrases

8 Work in pairs. Read this writing task and:

- discuss your ideas and opinions
- make a note of any useful points
- write a plan for your essay.

In your English class, you have been talking about studying abroad.

Now your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Essay question

All young people who have the opportunity should study in a foreign school or college for a year. Do you agree?

Notes

Write about:

1. what they learn
2. growing up
3. (your own idea)

Write your essay.

9 Write your essay following your plan. You should write between 140 and 190 words. You can use Marina's essay in Exercise 7 as a model.

Exam advice

Make sure that you:

- read the question carefully and underline the key words to make sure that you know exactly what to do
- answer the question exactly
- deal with all the points below the question
- include your own idea.

Write a brief first paragraph which:

- states why the question is important
- briefly indicates your point of view.



6

My first job



Starting off

Work in groups.

- 1 Which of the jobs in the photos would be best for a student in their free time? Which job would be best during their holidays?
- 2 Which job would suit you best? Which would suit you least? Why?

Listening | Part 3

1 Work in pairs. You are going to hear five young people talking about their first job. For each speaker (1–5), you will have to choose from the list of options (A–H) which feelings or opinions they describe. Before you listen, paraphrase each option in your own words.

- A I feel people enjoy chatting to me.
I get the impression people like talking to me.
- B I find it surprisingly hard work.
- C I'm learning a lot from the people I meet.
- D I might have the opportunity to achieve an ambition.
- E I feel I'm gaining useful skills.
- F I enjoy some parts of the job more than others.
- G I enjoy the financial independence.
- H I feel frustrated with things I can't deal with.

Speaker 1	<input type="checkbox"/> 1
Speaker 2	<input type="checkbox"/> 2
Speaker 3	<input type="checkbox"/> 3
Speaker 4	<input type="checkbox"/> 4
Speaker 5	<input type="checkbox"/> 5

2 Now listen. For speakers 1–5 above, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

Exam advice

- Before you listen, read each option carefully and think about what it means.
- Listen for the general idea of what each speaker is saying.
- Wait until each speaker finishes before you choose an answer.
- Remember that the speakers may talk about something connected with other sentences, but there is only one correct sentence for each speaker.

3 Work in groups.

- Would you be interested in doing any of the jobs the speakers talked about? Why? / Why not?
- What job would be 'a dream come true' for you?

Vocabulary

work or job; possibility, occasion or opportunity; fun or funny

1  Candidates often confuse the following words: *work* or *job*; *possibility*, *occasion* or *opportunity*; *fun* or *funny*. Read these sentences from Listening Part 3 and circle the correct word in *italics*. Then read the definitions on page 183 to check your answers.

- 1 This is my first student job / work, and I'm a part-time hospital porter.
- 2 It's hard physical job / work, but I think I expected that when I started.
- 3 They have the possibility / occasion / opportunity to talk about things outside the hospital.
- 4 On some possibilities / occasions / opportunities, I've also been left on my own in charge of the whole hotel.
- 5 It isn't a very well-paid job / work and it's not exactly fun, but then first jobs / works usually aren't.
- 6 The people are really fun / funny, so there are lots of laughs on set.
- 7 There's even the possibility / occasion / opportunity that I'll be given a small part.

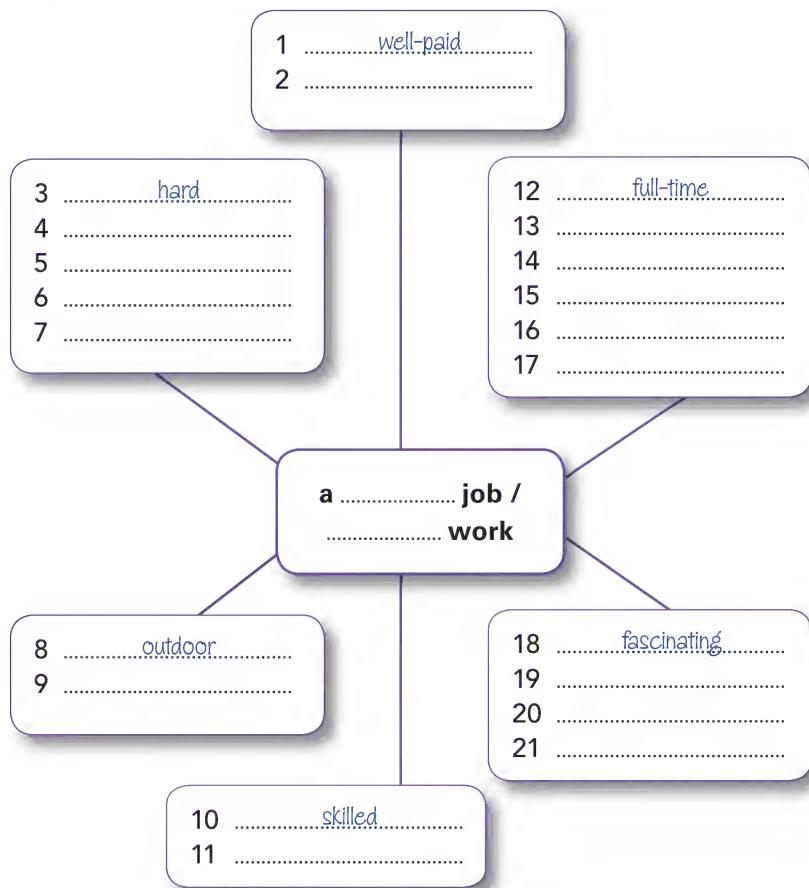
2 Circle the correct word in *italics* in these sentences.

- 1 I know he was trying to be *fun* / *funny*, but none of his jokes made us laugh.
- 2 The trip was *fun* / *funny* – we should do it again sometime.
- 3 I don't think there's much *possibility* / *opportunity* of him being chosen for the job.
- 4 I only wear these smart clothes on special occasions / opportunities.
- 5 Did you get a(n) *possibility* / *opportunity* to chat to Matt yesterday?
- 6 She's just filled out a form applying for a summer *job* / *work*.
- 7 I'm hoping to study engineering and to find *job* / *work* in the construction industry when I finish.
- 8 One of my *jobs* / *works* was to count the money at the end of the day.



3 Work in pairs. Complete the diagram below by grouping these words which form adjective collocations with *job* and *work* according to meaning. In some cases, more than one answer may be possible.

badly paid challenging demanding fascinating
full-time hard holiday manual office outdoor
part-time permanent pleasant responsible
skilled temporary tiring tough weekend
well-paid worthwhile



4 Work in pairs. Describe each of these jobs using two or three adjectives from Exercise 3. (Put the adjectives which express your opinion first and the adjectives which express a fact afterwards, e.g. *Being a lifeguard at a swimming pool is a pleasant, outdoor, temporary job.*)

- waiter
- doctor
- social worker
- babysitter
- accountant
- the job you would like to do in the future

Reading and Use of English | Part 5

1 You are going to read an extract from the autobiography of Lucy Irvine, whose first job was in her father's hotel. Before you read, work in groups. What do you think are the advantages and disadvantages of working with your parents?

2 Read the extract quickly to answer these questions.

- 1 What was Lucy's job?
- 2 What part of her job involved making things?

Lucy's first job

When I was just 16, my father bought an old guesthouse in the village where we lived and decided to turn it into a luxury hotel. At the early stages of the hotel, he experimented with everything. None of us had ever worked in a hotel before, but my dad had a vision of what guests would like to see. His standards were uncompromisingly high and he believed that in order to achieve those standards the most important thing was work.

For a month that summer, my name was down on the duty roster as waitress at breakfast and dinner, which included laying the tables in the dining room beforehand and hoovering and glass polishing afterwards. This gave me the middle of the day free for studying because, predictably, my school report had not lived up to my father's high expectations.

Like all the other waitresses, I was equipped with a neat little uniform and instructions to treat the guests as though they were special visitors in my own home. Although I did not feel comfortable with this, I did not express my feelings. Instead I concentrated all my attention on doing the job as well as, if not better than, the older girls.

I soon learned how to tackle the two most daunting installations in the kitchen: the dishwasher and the chef, Gordon. He had an impressive chef's hat and a terrifying ability to lose his temper and get violent for no clear reason. His breath was strong and fishy, and I avoided close contact with him and always grabbed the dishes he set down with a forbidding expression on my face which was transformed into a charming smile in the brief space between kitchen and dining room.

Breakfast waitressing was, I found, more enjoyable than the dinner shift. The guests came wandering into the dining room from seven thirty onwards, staring with appreciation at the view of sea and islands through the dining-room window. If the day



looked promising, I would note down requests for boats and packed lunches along with their breakfast orders. It was a matter of pride to me that everyone got their order promptly, and I took pleasure in my ability to get on with the people at each table.

It was funny how differently people behaved in the evenings, dressed up and talking with louder, colder voices, not always returning my smile. However, that all changed when Dad, who was keen to make full use of my potential, created a special role for me which made me feel considerably more important.

It began with a few modest trays of cakes for the guests' packed lunches and progressed swiftly to fancy cakes for afternoon teas. I found that recipes were easy to follow and it was amusing to improvise. This led to the climax: a nightly extravaganza known as Lucy's Sweet Trolley. Every evening, I made a grand entrance, wheeling before me a trolley carrying the most extraordinary collection of puddings, cakes and other desserts ever to grace a Scottish hotel. Most were things I had invented myself and I had cooked all of them. Some - Jacobite Grenades, Mocha Genghis Khan and Goat's Milk Bavarios to name a few - were undeniably strange. It was Dad's idea that I should dress smartly and stop at each table and recite the name of each dish.

Adapted from *Runaway* by Lucy Irvine

40

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55

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3 Read these questions and copy out (or underline) the parts of the text which provide the answers.

- 1 In paragraph 1, what does Lucy say the people working at the hotel had in common?
- 2 What does the writer mean by *daunting* in line 24?
- 3 What did Lucy do while she carried food to the dining room?
- 4 Why did Lucy enjoy serving breakfasts more than dinners?
- 5 What was special about the food on Lucy's Sweet Trolley?

4 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text. Use the words you underlined in Exercise 3 to help you.

- 1 What did the people working at the hotel have in common?
A They all understood the guests' expectations.
B They all shared the same goals.
C They all lacked experience.
D They were all hard-working.
- 2 What does the writer mean by *daunting* in line 24?
A disgusting
B frightening
C interesting
D strange
- 3 What did Lucy do while she carried food to the dining room?
A She smiled at Gordon in a friendly way.
B She avoided touching Gordon.
C She checked the food Gordon gave her.
D She started to look more friendly.

4 Lucy enjoyed serving breakfasts more than dinners because the guests were

- A more demanding.
- B more friendly.
- C more punctual.
- D more relaxed.

5 What was special about the food on Lucy's Sweet Trolley?

- A It was inspired by traditional recipes.
- B It was prepared along with food for picnics.
- C It was made following her father's instructions.
- D It contained a number of new creations.

6 What impression does Lucy give of her job throughout the passage?

- A She found many opportunities to laugh.
- B She looked for ways of doing it better.
- C She found all aspects of it enjoyable.
- D She could do it with little effort.

Exam advice

- First read the text quickly to get a general idea of what it is about.
- Read the first question, find where it is answered in the text and read that section carefully more than once before you read the options A, B, C and D.
- Read each of the options A, B, C and D carefully and choose the one which matches what the text says.

5 Work in pairs.

- Would you enjoy doing a job like Lucy's? Why? / Why not?
- Which parts of her job would you enjoy more and which would you enjoy less?
- Do you think being a waiter is a good holiday job for a teenager? Why? / Why not?



Speaking | Part 2

1 Work in pairs. When you compare photos, you can say what the photos have in common as well as what is different about them. Discuss how you could answer the examiner's instructions below to say:

- which things are similar
- which things are different.



I'd like you to compare the photographs and say what you think the people are learning from doing these two types of work.



What are the people learning from doing these two types of work?



2 How could you use these words or phrases to talk about the photos?

a involve b deal with c not well-paid d coaching
e full-time f part-time g keep somebody in order
h work under pressure i keep cool

3 21 Listen to Nikolai and Antonia doing this part of the test. Which photo do they use each word or phrase with? Write 1, 2 or B (both) by each word or phrase (a–i).

4 Which of these strategies (a or b) does Nikolai use when doing the task?

- a He describes the first photo and answers the question before moving on to the second photo and doing the same.
- b He points out similarities as well as differences between the two photos and switches between them as he answers.

5 Listen again. Which of these phrases does Nikolai use? Tick (✓) the ones you hear.

- Both photos show ... ✓
- Both the jobs in the photos involve ... / ... neither of them ...
- Anyway, the first photo shows ...
- While the girl in the first photo ...
- ... whereas in the second photo ... / ... whereas the boy's ...
- Another thing in the second photo is ...
- I think both can ...
- On the other hand ...
- not just ... but also ...

6 Pronunciation: sentence stress (2)

We can use stress to contrast ideas or information.

1 Which ideas or information does Nikolai contrast in this sentence?

Anyway, the first photo shows a girl serving young people in a restaurant, whereas in the second photo a boy is working with children.

2 22 Listen to the sentence and underline the stressed words.

3  **23** Decide which words are stressed in these sentences. Then listen to check your answers.

- The girl's job may be full time, // whereas the boy's is probably part time.
- The girl can learn how to keep customers happy, // while the boy has to keep children in order.
- He'll probably learn not just to deal with children, // but also their parents.
- I'd prefer to coach children than work in a restaurant // because really I enjoy being in the fresh air more than being indoors.

4 Work in pairs. Student A: read the first half of each sentence up to each // using the same stress as above. Student B: read the second half of the sentence using the same stress as above.

Student A: The girl's job may be full-time ...

Student B: ... whereas the boy's is probably part-time.

7 Work alone.

- Write three sentences to compare the photos and say which job you think is more difficult. Use phrases from Exercise 5 in your sentences.
- When you are ready, work in pairs and take turns to read your sentences aloud using stress to contrast your ideas.

8 Work in pairs.

Student A: Do the speaking task in Exercise 1 on page 66.

Student B: Time your partner and make sure they speak for one minute.

9 Work in pairs.

Student B: Follow the examiner's instructions in the next column.

Student A: Time your partner and make sure they speak for one minute.

Then change roles.

 Here are your photographs. They show people doing different part-time jobs. I'd like you to compare the photographs and say what you think the people might enjoy about doing these jobs.

What do the people enjoy about doing these jobs?



Exam advice

- Compare the general differences between the two photos and also spend time answering the printed question.
- You can talk about one photo first and then the other (as you saw in Unit 2), or both at the same time (as in this unit).
- Keep speaking till the examiner says 'Thank you'.

Grammar

Countable and uncountable nouns

1 Most of these sentences contain mistakes which are often made by candidates. Two of them are correct. Find and correct the mistakes.

- 1 Could you please send me some informations about the job?
- 2 I hope you don't mind if I give you an advice about how to apply for the job.
- 3 She's just found a work as an ambulance driver.
- 4 Public transport is still the best way to get around the city.
- 5 The hotel also provides accommodations for its employees.
- 6 Congratulations! The news about your job is very good.
- 7 He works in a shop selling furnitures.
- 8 Sorry to hear about the accident. Did it do many damages?
- 9 Unfortunately, when we arrived at the airport terminal, we couldn't find our luggages.
- 10 Everyone loves the band, because they play such fantastic musics.



→ page 165 Language reference: Countable and uncountable nouns

2 Candidates often make mistakes with countable and uncountable nouns. Circle all the *uncountable* nouns in each list.

- 1 accommodation hotel luggage suitcase scenery
- 2 advice information knowledge news suggestion
- 3 accident bus damage transport
- 4 bed furniture
- 5 dish food meal
- 6 homework job service task work
- 7 equipment tool
- 8 instrument music

3 Complete these sentences by writing a word from the box in the gaps. In some cases, more than one answer may be possible.

piece bit deal number amount

- 1 Can I give you a of advice about shopping in this town?
- 2 During the storm, quite a large of trees were blown down.
- 3 Have you brought that of equipment I asked for? The amplifier, I mean.
- 4 I've just been given a great of news – I've passed my exams!
- 5 Seb put a great of effort into organising the party.
- 6 There were a large of guests at the party, judging by the of food that was eaten!

Articles

4 Look at the underlined examples from the reading text in extracts 1–6. Then match them with the rules for articles (*a, an, the*) below (a–f).

- 1 When I was just 16, my father bought an old guesthouse ... (lines 1–2) **b**
- 2 ... my father bought an old guesthouse in the village where we lived ... (line 2)
- 3 At the early stages of the hotel, he experimented with everything. (line 4)
- 4 ... but my dad had a vision of what guests would like to see ... (line 6)
- 5 ... the most important thing was work. (lines 8–9)
- 6 ... the most important thing was work. (lines 8–9)

- a No article is used when using uncountable nouns in the singular.
- b *a* and *an* are used with singular countable nouns mentioned for the first time.
- c *the* is used when it's clear who or what we are referring to from the context.
- d No article is used when talking in general and in the plural.
- e *the* is used with superlative adjectives and adverbs.
- f *the* is used with things mentioned before.

→ page 163 Language reference: Articles

5 Complete this text by writing *a*, *an*, *the* or *'-* if no article is needed in the gaps.

I was just 18, and it was (1) first time I had worked in (2) office. It was (3) summer holidays and I had just finished (4) school. I thought it would be (5) good way of earning (6) bit of money before I went to (7) university in (8) autumn. I spent most of (9) day keying (10) information into the company's database. Although I found (11) job rather boring, I earned (12) good salary.

6  Candidates often make mistakes with articles. Correct the mistakes in these sentences. Some sentences contain more than one mistake.

- 1 Have you heard a latest news about Bayern Munich in the Champions' League?
- 2 I bought my first motorcycle at my age of 16.
- 3 I'm hoping to visit your town the next year.
- 4 She found a lot of useful information on Internet.
- 5 My mum had difficulty parking in city centre on Saturday.
- 6 I think that bicycles are most effective means of transport.
- 7 The money can cause a lot of problems.
- 8 I really enjoy listening to the music of all sorts on my iPod.
- 9 When I visit the foreign cities, I really like the shopping for clothes.
- 10 I'm having wonderful time with my friends.
- 11 I've got a plenty of spare time at this moment, so we can have a dinner together if you like.
- 12 We can provide an accommodation for you in a comfortable hotel.

Reading and Use of English | Part 2

1 Read this article quickly, ignoring the gaps.
What activities does the programme include?

A new summer programme

This summer, a group of 16-year-old students are taking (0) ...part... in a three-week programme designed to teach them new skills and (1) them used to working with people they have never met before. (2) things go according to plan, in two years' time, nearly one in six teenagers will be involved in the programme with (3) eventual aim of offering it to (4) young person in the country. (5) far, our group has spent two weeks living (6) from home (many for the first time), initially on an outdoor course, with activities (7) as rock climbing, rafting and trekking, and then spending a week in self-catering accommodation where they are planning and setting up a volunteering project. At the moment, the students are putting their plans into action not (8) by cooking for themselves, but also by organising a night outside sleeping rough in order to raise money for a local homeless shelter.

Adapted from *The Independent*



2 Read the text again and think of the word which best fits each gap (1–8). Use only one word in each gap. There is an example at the beginning (0).

3 Check or complete your answers using these clues.

- 1 a verb
- 2 a conditional
- 3 an article
- 4 a synonym of *all*
- 5 a synonym of *up to now*
- 6 the opposite of *at home*
- 7 a synonym of *for example*
- 8 *not but also*

4 Work in groups.

- 1 Do you think all 15–17-year-olds should get experience of:
 - living away from home?
 - doing outdoor activities?
 - cooking for themselves?
 - helping other people?
 Why? / Why not?
- 2 Which of the experiences above are the most useful for them to have?



Exam advice

- Read the text quite quickly to get a general idea what it is about.
- Look at the words before and after the gap and decide what type of word you need (an article, pronoun, preposition, etc.).
- When you've chosen a word, read the completed sentence to make sure it makes sense.
- Words may sometimes be part of fixed phrases, e.g. *in order to, as far as I know*, etc.

Writing | Part 2 A letter or email



- 1 Read this writing task and underline the three points you must deal with in your reply.

You have received an email from an English friend, Rosie. Read this part of the email.

I'm doing a college project on jobs students do. Can you help me by describing the sort of jobs students do in your country, any problems they have and the best way to find a good student job?

Thanks,

Rosie

Write your **email**.

- 2 Work in pairs. Discuss what you can say to answer the three points. Note down your ideas as you speak.

- 3 Write a brief plan for your reply (in note form).

- How many paragraphs do you need?
- What ideas or information will you include in each paragraph?

4 Read Pablo's email to Rosie, ignoring the spelling mistakes, and answer these questions.

- How does Pablo begin and end his email?
- How do we know the subject of each of the three main paragraphs straight away?



Hi Rosie

It's good to hear from you.

In Spain, many students find part-time or casual work as waiters or kitchen workers in cafés or restaurants quite easily. Students usually do these sorts of jobs in the evenings, at weekends or in the summer.

Students who work have two main problems. First, it can be quite difficult for students to combine employment with the large amount of homework and studying for exams which they have to do. Second, although they have to work extremely hard, the jobs are often not well paid. On the other hand, the money is useful because it helps them to continue with their courses and have some pocket money.

Finding a job is usually straightforward, especially if you live in a big city, or in an area which is visited by tourists. Many places put an advertisement in the window saying that they are looking for staff, so you just walk in and ask to speak to the manager. For many people, this is the most effective way of finding a job because they'll take you on immediately!

I hope this helps and good luck with your project.

Cheers,

Pablo

5 Pablo's email contains ten spelling mistakes often made by candidates. Find and correct the mistakes, e.g. restaurants restaurants

6 Decide whether these words are spelled correctly or not. Where they are spelled wrongly, write the correct spelling.

accomodation	accommodation	experience
embarassing	begining	comunicate
oportunity	excellent	foward
confortable	preffer	recieved
convenient	recomend	wich
greatful		
believe		
enviroment		
necessary		

page 176 Language reference: Spelling

7 Read the writing task below and:

- underline the points you must deal with in your answer
- write a short plan.

You have received an email from an American friend, Bob. Read this part of his email.

I'm doing a project in college on people's first jobs. Can you help me by describing your first job (or the first job of someone you know well), when you did it, what you learned from it and any problems you had with it?

Thanks

Bob

Write your email.

8 Write your email. You should write between 140 and 190 words.

page 189 Writing reference: Emails and letters

Exam advice and information

Writing Part 2 tests your ability to respond to a letter or email you have received, often from an English-speaking friend.

When writing a letter or email for this task:

- read the letter/email in the task carefully and underline the points you must deal with
- use the underlined points to write a plan, dealing with one point in each paragraph
- write following your plan.

Vocabulary and grammar review Unit 5

Vocabulary

1 Complete these sentences by writing a phrasal verb from page 53 in the correct form in the gaps.

- 1 It's getting harder for students to copying essays from the Internet, because teachers check up.
- 2 Our science teacher is ill, so she has our test until she has her infection and is back at work.
- 3 Piotr works hard because he wants to his parents' ambitions for him.
- 4 When I to when I first started secondary school, I realise that I didn't expect to enjoy studying chemistry, but it has to be quite interesting.
- 5 When my teacher my essay, she that I hadn't answered the question exactly and that there was a lot which was irrelevant.

2 Circle the correct word in *italics* in these sentences.

- 1 Mario is thinking of taking driving lessons to *know / learn* how to drive.
- 2 Ludmila wants to *know / study* biology at university.
- 3 Sven is *teaching / learning* me how to ski.
- 4 If you *join / assist* this club, you will *know / get to know* people from all over the world.
- 5 You should *attend / assist* lessons every day if you want to get high marks.
- 6 Sayed decided to *assist / take part* in the debate on human rights.

Grammar

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 He won't pass the test because he doesn't work hard enough.

HARDER

If he worked pass the test.

- 2 Studying abroad will make you more independent.

BECOME

If you more independent.

3 Sandra only goes to lessons because she wants to meet other students.

ATTEND

If Sandra didn't want to meet other students, lessons.

4 I'll lend you my book if you take care of it.

AFTER

If you , you can borrow it.

5 I can't tell you the answer because I don't know.

WOULD

If I tell you.

6 He's not very enthusiastic because he's tired.

SO

If , he'd be more enthusiastic.

Word formation

4 EP For questions 1–8, read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

It is sometimes said that 'Your schooldays are the happiest days of your life', and people often feel that this should be a period of

(0) *enjoyment*. However, exams often affect students' happiness, and many students

ENJOY

express a (1) for alternative methods of assessment, where the work they do throughout the year counts towards their final mark. They say that exams test short-term memory and (2) which is

PREFER

forgotten immediately after the exam. Also, assessing coursework as part of the final mark changes students' (3) , making them more responsible about studying. There are some students, however, who prefer final examinations, saying that in (4) they only have to work hard for two months a year and so they have more time for their leisure

KNOW

(5) They say that some students receive (6) with their coursework from their parents, so it is not an accurate (7) of how hard they have worked or of their real (8) in the subject they are studying.

BEHAVE

COMPARE

ACT

ASSIST

MEASURE

ABLE

Vocabulary and grammar review Unit 6

Vocabulary

1 Complete the sentences below by writing a word from the box in the gaps.

fun funny job occasion opportunity
possibility work

- 1 Andrea's birthday was a great – I won't forget it for a long time.
- 2 Excuse me! I have to get to and I'm already late.
- 3 Helena, you did an excellent arranging the meeting so efficiently!
- 4 My boss has lost his temper on only one as far as I can remember.
- 5 I didn't find working in the office much because my colleagues weren't very friendly.
- 6 Olga sees her part in this film as a great to show she can act in English as well as in Russian.
- 7 Polly took us to see a very film which made us laugh a lot.
- 8 You have no of getting a more responsible job with your qualifications.

Grammar

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 I found my first day at work so enjoyable.

FUN

I my first day of work.

- 2 Were you able to speak to your teacher after class?

OPPORTUNITY

Did you to your teacher after class?

- 3 Sandra may be able to study in Canada next year.

POSSIBILITY

Sandra may in Canada next year.

- 4 We didn't expect the news to be nearly so good.

MUCH

The news we expected.

5 Patricia helped us a lot with her advice.

DEAL

Patricia provided us helpful advice.

6 William has only spoken to his boss once during the year.

OCCASION

William has only spoken to his boss all year.

3 Complete these sentences by writing one word in each gap. In some cases, more than one word may be possible.

- 1 Drive carefully! I paid a great of money for that car.

- 2 I heard an interesting of news on the radio this morning – they're giving us a day's holiday next month.

- 3 I'd like to offer you a little of advice: don't go up to the castle at midday as it gets very hot.

- 4 That's a really useless of equipment – you should throw it away!

- 5 There are a large of shops in the town centre where you can buy souvenirs.

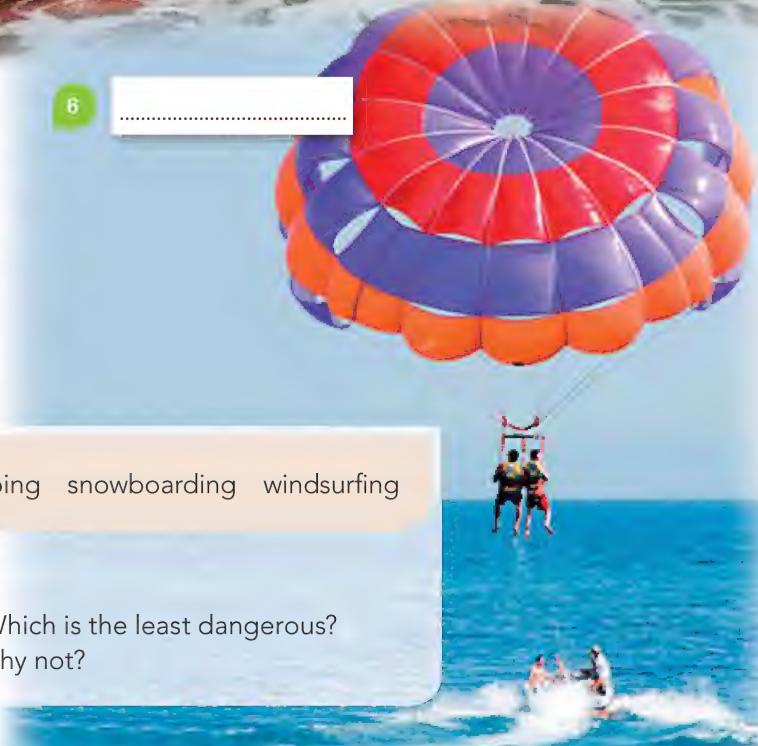
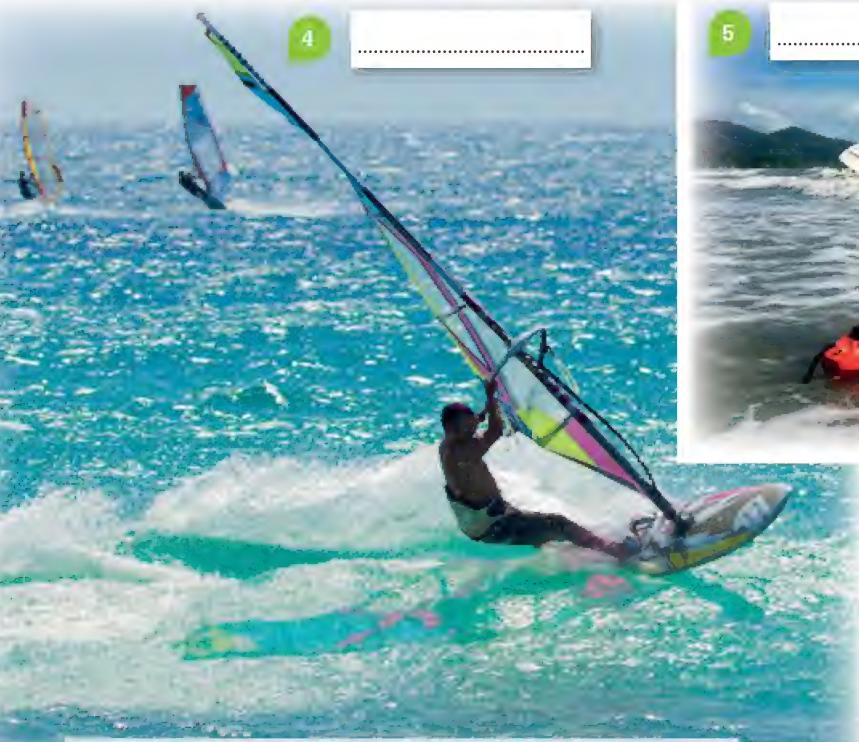
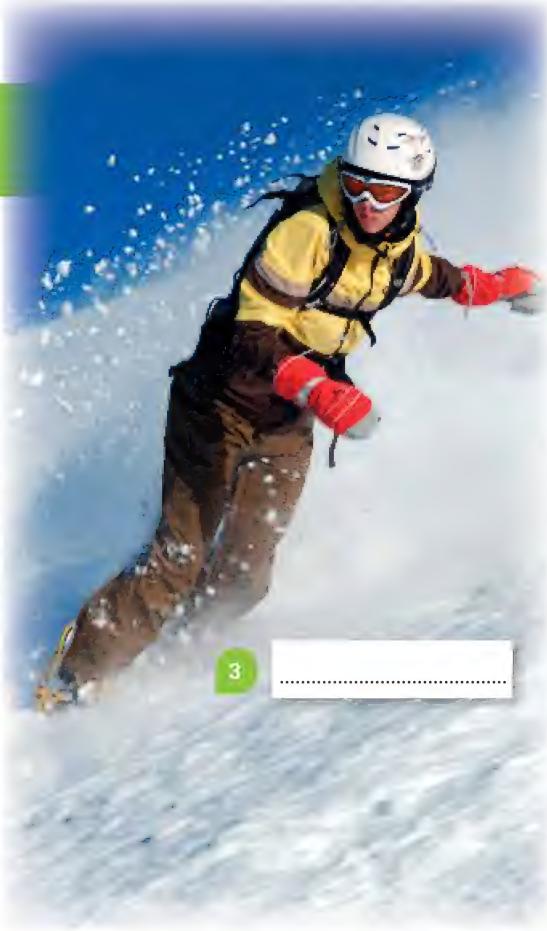
4 Complete this story by writing *a*, *an*, *the* or *'-* if you think no article is needed in the gaps.

I was travelling around Europe by (1) train one summer when I was about 18 years old and I arrived in (2) city (I can't remember (3) name) just as it was getting dark. I went looking for somewhere to stay such as (4) youth hostel, but the only one I found was full, and they couldn't recommend anywhere else for (5) cheap accommodation. As usual, I had (6) problem with (7) money: I didn't have enough for (8) hotel. I wandered round (9) city looking for (10) park to sleep in. It was very dark when I came to (11) pair of (12) imposing gates leading into what looked like (13) park. I went inside, and fortunately I had (14) excellent sleeping bag, which I unrolled and climbed inside. Then I ate some bread, which was (15) only food I had. When I woke up and looked around me, I had (16) enormous surprise when I saw I had been sleeping in (17) someone's back garden!

7

High adventure

Starting off



1 Match these adventure sports with the photos.

canoeing / kayaking mountain biking parasailing rock climbing snowboarding windsurfing

2 Work in groups.

- 1 Which of these sports do you think is the most dangerous? Which is the least dangerous?
- 2 Which have you tried? Which would you like to try? Why? / Why not?

Listening | Part 2

1 Work in pairs. You are going to hear Gary giving a talk about adventure racing as part of a school project. Read this text and discuss what type of information you need for each gap.

Adventure racing

Gary participated with his (1) in his first adventure race last year.

Adventure racing became popular as a sport in the (2) , although there were races before that. In many adventure races, there must be a balance of (3) in each team.

Gary thinks teams which contain (4) are more successful.

Although some races take place in urban areas, most happen in (5)

Teams are really alone on the race because there are almost no (6) in the area where they race.

Gary's ambition is to do a race called the (7) Race in New Zealand.

Some races may take up to (8) to complete.

Gary thinks (9) must be the hardest thing in long races.

Adventure racing is considered (10) by many athletes from other sports as well.

2  24 Listen and, for questions 1–10, complete the sentences with a word or short phrase.

Exam advice

Before you listen:

- look at the incomplete sentences, including any words which come after the gap.
- think about what type of information you need for each gap (a date, a job, etc.).
- think about what type of word(s) you need for each gap (a noun (phrase), verb (phrase), etc.).

3 Work in groups.

- What do you think are the advantages of racing in teams?
- What are the main difficulties of adventure racing?

Vocabulary

Verb collocations with sporting activities

1 Complete these extracts from Listening Part 2 by writing an appropriate verb in the correct form in the gaps.

- 1 Adventure racing is a sport you in teams.
- 2 Anyway, it's not like just jogging or running or something like that.
- 3 The races are in all sorts of different places.
- 4 The majority are in mountains or deserts.
- 5 Many people who are at the top of their sport in other fields are now because they find that, rather than as individuals ... they need to work as a team.

2 Use the table of collocations below to complete these sentences. In some cases, more than one answer may be possible.

- 1 I think local governments should competitions for schools in their area where any student over 15 can
- 2 I would encourage people to swimming two or three times a week because I think it's an excellent way of exercise.
- 3 People who enjoy team sports often basketball or football, whereas people who enjoy individual sports golf or windsurfing.

verb	sport
hold / organise / compete in / enter / take part in	a race / a competition / a tournament / a championship
do / take	exercise
go*	jogging / cycling / skiing / swimming / windsurfing
play**	football / golf / basketball
do***	sports / athletics / gymnastics / judo / weightlifting

* for sports that end in *-ing* and are usually or often done outdoors

** for sports which are considered games

*** for other sports which do not use go or play

3 Work in pairs.

- How do you take exercise?
- What sports have you tried, and how much did you enjoy them?

Reading and Use of English | Part 6

- Work in pairs. You are going to read an article by an adventure racer. Before you read the whole article, read the title and the subheading in *italics*. What do you expect to find out by reading the article?
- Read the article quite carefully and make a short note in the margin about the subject of each paragraph. An example has been done for you.



Are you ready for an adventure race?

Rebecca Rusch has competed in several Eco-Challenge races, where teams of four men and women race non-stop over a 500 km course which includes trekking, canoeing, horse riding, scuba diving, mountaineering and mountain biking.

need for experience

Obviously, I did not feel so ready for the early races in my career as the races we have done recently. There is a lot to be said for just gaining experience. Just getting out there and getting your feet wet teaches you the right skills and attitude.

It's often not the most physically prepared or the fittest teams that win. The ones who come first are the teams who race intelligently and adapt to unexpected situations. **1** The only way to develop those qualities is to get out and race or do long training trips with your team-mates and friends.

Adventure races are such a huge challenge that when you enter a race you always think, "Am I ready? Did I train enough? Did I forget something?" I remember one race in particular, my very first Eco-Challenge and only my second race ever. **2** A 24-hour race seemed like an eternity to me. My background was cross-country running in high school and college where a two- or three-mile race seemed long. Most of my fear was due to lack of experience and knowledge. I really had no idea what I was getting into because I had never done a 24-hour race before. **3**

In preparation for Australia, I tried to approach my training in a methodical way. Looking back, I wasn't methodical at all. In fact, what I did involved simply running, biking and paddling a kayak as much and as hard as I could. I was also

working at the same time. In reality, I was training a couple of hours a day during the week to get fit and at weekends training with the team for perhaps four hours. **4** I spent the rest of the time worrying about how slow I was.

So, we went to Australia and entered the race. We didn't plan a strategy at all, but just ran as fast as possible from the start. I just tried to keep up with my team-mates, who were more experienced than I was. **5** It was a furious 36 hours. We arrived at a few of the check points in first place and were among the top five. I knew we didn't belong there.

To cut a long story short, two of my team-mates decided not to continue the race after just a day and a half. One was suffering hallucinations and feeling ill. He was just too tired to carry on. **6** We had been going so fast that he felt uncomfortable asking us to stop so he could take care of his blisters. The other two of us, feeling fresh still, had to drop out with the rest of our team. Four days later, we watched in disappointment as the winners crossed the finishing line. I knew that our team had not been prepared or realistic about the pace we could keep, but not finishing that race was the most valuable lesson I could have learned.

I promised then to come back one day and finish the race. That was seven years (and thousands of race miles) ago.

Adapted from Adventure Sports Journal



3 Six sentences have been removed from the article. Read the sentences below one by one. As you read each sentence:

- underline words and phrases which you think refer to something in the article
- decide which gap (1–6) it fits.

There is one extra sentence which you do not need to use.

- A Another had severe problems with his feet.
- B I kept my mouth shut and followed them.
- C We won it even so, and were invited to compete in the Eco-Challenge in Australia.
- D His encouragement helped me to complete it.
- E That was how much I had prepared.
- F When I did it, I felt totally afraid and unprepared.
- G To achieve this, you have to be flexible and patient.

4 Work in pairs.

- Do you prefer team sports or individual sports? Why?

Exam advice

- Pay attention to pronouns (*we, that, it, etc.*), adverbs (*however, even so, etc.*) and other reference words/phrases in the sentences which have been removed. Decide what they refer to before you place the sentence in a gap.
- Work methodically through the sentences, reading them and placing them one by one when you're sure they are right.

Grammar

Infinitive and verb + -ing

1 These sentences (some of which are from the article you have just read) are examples of when to use the infinitive and when to use the verb + *-ing* form. Decide which sentence (a–i) is an example (1–10) for each of the rules on this page. You can use some of the sentences as examples for more than one rule.

- a Not finishing that race was the most valuable lesson I could have learned.
- b I promised then to come back one day and finish the race.
- c In fact, what I did involved simply running, biking and paddling a kayak as much and as hard as I could.
- d There is a lot to be said for just gaining experience.
- e I was training a couple of hours a day during the week to get fit.
- f There are medical teams to take care of injured runners.
- g He was just too tired to carry on.
- h It's no use entering a race if you haven't prepared properly.
- i Two of my team-mates decided not to continue the race after just a day and a half.

Using the infinitive and verb + -ing

The **infinitive** is used:

- 1 to say why you do something (sentencee.....)
- 2 to say why something exists (sentence)
- 3 after too and enough (sentence)
- 4 after these verbs (there is a more complete list on page 166): agree, appear, ask, arrange, decide, expect, fail, help, promise (sentences and)
- 5 The negative is formed by placing not before the infinitive (sentence)

The **verb + -ing** is used:

- 6 after prepositions (sentence)
- 7 as subjects or objects of a verb (sentence)
- 8 after these verbs (there is a more complete list on page 166): admit, enjoy, finish, involve, mind, postpone, risk, suggest (sentence)
- 9 after these expressions: it's no good, it's not worth, it's no use, it's a waste of time, spend time, can't help (sentence)
- 10 The negative is formed by placing not before the verb + *-ing* (sentence)

→ page 166 Language reference: Infinitive and verb + *-ing* forms

2 Complete these sentences by writing the verb in brackets in the correct form in the gaps.

- 1 Carlos has suggested (start) a five-a-side football team. What do you think?
- 2 I don't think the weather is good enough (go) sailing this afternoon.
- 3 We've decided (hold) the race early in the morning before it gets too hot.
- 4 (train) is essential if you want to perform well.
- 5 I've joined a gym (get) myself fitter.
- 6 If you train too hard, you risk (injure) yourself before the race.
- 7 It's no good (run) in a marathon if you're not wearing the right shoes.
- 8 She was disqualified from the race for (push) an opponent.



3 Circle the correct form in *italics* in each of these questions.

- 1 What sport would you advise someone to *do / doing* in order to make friends?
- 2 What sport would you choose to *learn / learning* if you had plenty of time and money?
- 3 If someone needed to get fit, what sport would you suggest *to do / doing*?
- 4 What sports do you avoid to *take part in / taking part in* and why?

4 Work in pairs. Ask and answer the questions in Exercise 3, giving your opinions.

5 Candidates often make mistakes with the infinitive and verb + -ing. Some of these sentences are correct. Find and correct the mistakes.

- 1 Students are not allowed running along school corridors.
- 2 Few people choose spending their time taking exercise.
- 3 The Internet means that we spend more time sitting at home, but we cannot imagine to live without it.
- 4 Being fit and healthy does not mean to run 20 km a day.
- 5 Many students would prefer to cycle to school than go by school bus.
- 6 Many people only think about take exercise when they are overweight.
- 7 Unless they try to compete as a team, they will not succeed to win the competition.
- 8 Doing a sport is a good alternative if you are bored to sit and read a book.
- 9 It may be good to use a bicycle instead of going by public transport.
- 10 There are several good reasons for ride a bike.

Reading and Use of English | Part 4

1 Work in pairs. For questions 1 and 2, choose the correct answer A–D. Why are the other answers incorrect?

1 Why don't we start jogging if we want some exercise?
TAKING

He suggested in order to get some exercise.
 A that they should take up jogging
 B taking up jogging
 C to take up jogging
 D going jogging

2 She won the match without difficulty.
EASY

She found the match.
 A it easy to win
 B that it was easy to win
 C she could easily win
 D it simple to win

2 Now do these Part 4 questions. Use the clues below each question to help you.

1 Marianne prepared for the race by training every evening.

READY

Marianne trained every evening for the race.

- Can you think of an expression with *ready* which means *prepare*?
- Why did Marianne train every evening?
- Do you use the verb + *-ing* or an infinitive to say why she trained every evening?

2 I found it impossible not to laugh at his efforts.

HELP

I at his efforts.

- You need an expression with *help* which means 'find it impossible'.
- Your answer needs to be in the same tense.

3 Cycling on the pavement is prohibited.

USE

Cyclists the pavement.

- How do you use *allowed* to mean it's prohibited?
- Do you use the verb + *-ing* or an infinitive after *allowed*?

3 Now do these Part 4 questions.

1 We'd like all our students to participate in the sports programme.

PART

We are keen on all our students the sports programme.

2 Buying the equipment for this sport is cheaper than hiring it.

MORE

It's the equipment for this sport than to buy it.

3 You should have phoned her to tell her the game was cancelled.

GIVE

You were supposed to tell her the game was cancelled.

4 Mateo managed to win the race.

SUCCEEDED

Mateo the race.

5 'I'll never get angry with the referee again,' said Martin.

TEMPER

Martin promised never the referee again.

6 Tanya found windsurfing easy to learn.

DIFFICULTY

Tanya to windsurf.

Exam advice

- Use the word in CAPITALS without changing it.
- Count the words. Contractions (*isn't*, *don't*, etc.) count as two words.
- Read both sentences again at the end to check that they mean the same and contain all the same information/ideas.

4 Check your answers by looking at these clues for each of the questions in Exercise 3.

- 1 Did you use a fixed phrase which means *participate*?
- 2 Have you used an opposite of *cheap*? Did you use an infinitive or a verb + *-ing*?
- 3 Did you use an expression which means *phone* (*give her a ...*)?
- 4 *Managed* is followed by an infinitive. Is *succeeded* also followed by an infinitive? Do you also need a preposition?
- 5 Can you remember an expression with *temper* which means *become angry*?
- 6 You cannot write *did not have any difficulty in learning* because it's seven words.



Listening | Part 4

1 Work in pairs. You will hear an interview with someone who went on a paragliding course. Before you listen, look at the photo.

- Do you think paragliding is a risky sport?
- Would you like to try it? Why? / Why not?

2 Read these questions and underline the main idea in each one.

- 1 Why did Hannah want to try paragliding?
 - A She had seen other people doing it.
 - B She wanted to write an article about it.
 - C She was bored with the sport she was doing.
- 2 Why did Hannah choose to do a paragliding course in France?
 - A The location was safer.
 - B The course was cheaper.
 - C The weather was better.
- 3 Hannah says that the advantage of learning to paraglide from the sand dune is that
 - A you are unlikely to fall in the sea.
 - B you can land comfortably on the sand.
 - C you cannot fall too far.
- 4 How did Hannah spend the first morning of her course?
 - A She learned to lift her paraglider.
 - B She flew to the bottom of the dune.
 - C She watched other people paragliding.
- 5 When she started flying, her instructor
 - A shouted at her from the ground.
 - B talked to her over the radio.
 - C flew next to her.
- 6 When you land after paragliding, it feels like
 - A jumping from a seat.
 - B falling from a horse.
 - C falling from a bicycle.
- 7 What, for Hannah, is the best reason to go paragliding?
 - A It's exciting.
 - B It's unusual.
 - C It's quiet.

3  25 For questions 1–7, listen and choose the best answer (A, B or C).

Exam advice

- When you listen, wait until the speaker has finished talking about an idea before you choose your answer.
- Listen for the same idea to be expressed, not the same words.



Vocabulary

look, see, watch, listen and hear

1  Candidates often confuse the following words: *look*, *see* and *watch*, and *listen* and *hear*. Complete these sentences from Listening Part 4 by writing *look*, *see*, *watch*, *listen* or *hear* in the correct form in the gaps.

- 1 I spend my life people doing different sports.
- 2 I was down the course, planning my next shot or something, when I these paragliders floating down.
- 3 In fact, I to my instructor, Chantalle, through an earphone.
- 4 It was generally very quiet, calm and civilised, except when she raised her voice to shout at other flyers to keep away from me. And then you really her!

2  Read the definitions on page 184. Then circle the correct word in *italics* in these sentences.

- 1 I *looked* at / *watched* my watch and saw that it was time to leave.
- 2 I really enjoy *looking* at / *watching* horror films.
- 3 We live near a motorway and can *listen* to / *hear* the traffic non-stop.
- 4 I've been *looking* at / *watching* our holiday photos.
- 5 Did you *watch* / *see* Buckingham Palace when you were in London?
- 6 She knew the policeman was *looking* / *watching* what she did.
- 7 Ivan was in the kitchen, so he didn't *listen* to / *hear* the telephone when it rang.
- 8 Marisa looks so relaxed when she's *listening* to / *hearing* music on her MP3 player.

Speaking | Part 3

1 Before you start this speaking section, look at the work you did on Speaking Part 3 on pages 37–38. Work in pairs. Read the examiner's instructions and the speaking task below. Then take about two minutes to do the task together.



I'd like you to imagine that your college is interested in getting students to do more sport. Here are some ideas they are thinking about and a question for you to discuss. First, you have some time to look at the task. Now talk to each other about why these ideas might encourage students to do more sport.



2 Look at this checklist. Which things did you do?

		yes	no
1	Talk about all of the activities.		
2	Listen to each other and respond to what the other person says.		
3	Ask each other's opinion.		
4	Interrupt each other.		
5	One student tried to speak much more than the other.		

3 26 Now listen to Miguel and Irene doing the speaking task from Exercise 1. Which of the things on the checklist in Exercise 2 did they do?

4 Listen to Miguel and Irene again and write each of these phrases in the correct column in the table below.

How do you think ...? Well, perhaps ... Yes, and ...
I imagine students would see ... Maybe, but ...
What about ...? I suppose that might be ...
I suppose so, but ... Yes, I see what you mean.
That's a good point, and ... Do you really think ...?
That's true. Yes, good idea. You're right. Yes, but ...

suggesting ideas	asking your partner's opinion	agreeing	disagreeing
	How do you think ...?		

5 Pronunciation: intonation (2)

You will make a good impression in the exam if you sound interested and enthusiastic about what you discuss. You can use intonation to show your interest.

1 27 Listen to how the voices rise and fall on the highlighted words.

Miguel: Well, perhaps this could be organised in a more adult **way**, you know, with some **serious** sports for people who were **interested** and less **serious** activities for **other** people. That way **everyone** could get involved.

Irene: **Yes**, good idea, and people could be organised into teams and it could all be made quite competitive and enjoyable at the same time. When I **think** about it, it could be **really** successful.

2 Now work in pairs and read the extract aloud. Take turns as Miguel and Irene.

6 Work in pairs. Follow the examiner's instructions for the second part of Speaking Part 3.



Now you have about a minute to decide which idea your college should choose.

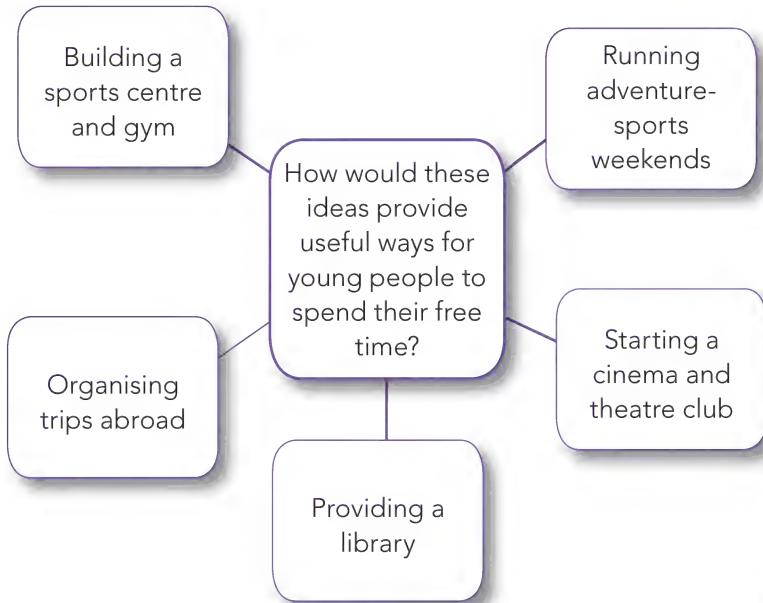


7 Work in pairs.

1 Take about two minutes to do the first part of this speaking task.



I'd like you to imagine that a town wants young people to spend their free time in ways which are useful for them. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas would provide useful ways for young people to spend their free time.



2 Now follow the examiner's instructions for the second part of Speaking Part 3.



Now you have a minute to decide which two facilities the town should build.



Exam advice

When you discuss the first part of the task, you needn't talk about all of the options, but you should make suggestions, ask your partner's opinion and respond to your partner's ideas.

When you discuss the second part of the task, it's not necessary to reach agreement, but you should:

- discuss which option(s) to choose and give reasons for choice(s)
- listen and respond to what your partner says. Don't be afraid to disagree politely – this can lead to a good discussion.

Writing | Part 2 An article

1 Read this writing task and underline the points you must deal with in your answer.

You see this notice on your college noticeboard.

The editors of the college magazine would like contributions to the magazine on the following subject:

A great way to keep fit.

Describe a sporting activity or form of exercise you enjoy, how you started and why you would recommend it to other people.

The writer of the best article will receive ten tickets to the local cinema.

Write your article.

2 Work in pairs.

- Discuss the ideas each of you could express to deal with the points you have underlined in the task.
- Which ideas would you use in your article?

3 Read the article on page 83, which was written by Nacho Pallas.

- What does he enjoy about his way of taking exercise? Why?





Rugby: rough but fun

I love playing rugby. I started playing the game at school when I was just nine years old. It was compulsory to do a sport three afternoons a week, and in winter the boys had to play rugby. I immediately found I enjoyed it, *despite* not being as big as other boys my age. *However*, I was quite athletic, so I could often run past my opponents and score points by being more agile than them.

Although it's quite a rough game with complicated rules, it keeps you fit because you have to run for 90 minutes, so you also have to train several times a week. For people who are competitive and enjoy playing in a team, it's great fun. You can play it at any level, but if you want to win a trophy, you'll need someone to coach you so that you learn the best tactics and learn to work effectively together.

Although you can sometimes get hurt, I would recommend the game to anyone who enjoys ball games, running and keeping fit. *However*, if you decide you don't want to actually play, it's a great sport for spectators as well.

4 Look at the structure of the article. In which paragraph does Nacho deal with these points?

- 1 He describes a sporting activity.
- 2 How he started.
- 3 Why he would recommend it.

5 Study how the words and phrases in *italics* in Nacho's article are used. Then complete these sentences by writing *although*, *however* or *despite* in the gaps.

- 1 the swimming pool is quite far from where I live, I try to go there three times a week.
- 2 being given tickets to the football match, we decided to watch it on TV.
- 3 I'd love to be a professional footballer, I don't think I'm talented enough.
- 4 He was very easy to talk to being a famous tennis star.
- 5 Ten per cent of British teenagers dream of becoming sports stars., very few will achieve their ambition.
- 6 I won the game I'd never played badminton before.
- 7 feeling very tired, she managed to finish the race.
- 8 I didn't enjoy the match., our opponents played very well.

6 EP Study how Nacho used the words in the box in his article. Then use them in the correct form to complete the sentences below.

athletic opponents competitive rough trophy
coach spectators

- 1 Although Valery enjoys sports, he prefers taking exercise on his own.
- 2 Ice hockey is a game where players often get hurt.
- 3 If I was more, I might be able to win a few more races.
- 4 Our for the next match are last year's champions.
- 5 We need someone to our team so that they learn to play better.
- 6 Few watch adventure sports because they take place in remote areas.
- 7 We're rated as one of the top teams despite never having won a single

7 Now write your own answer to the writing task in Exercise 1.

- Before you start writing, make a brief plan.
- Try to use structures and vocabulary you have studied in this Writing section and this unit.
- Write between 140 and 190 words.
- Read through your article when you have finished to improve it and to check it for mistakes.

Exam advice

- Write a plan before you start writing the article.
- Organise your ideas into paragraphs, and use linking words such as: *however*, *despite*, *in addition*, *for example* and *on the other hand*.

Before you write:

- think about what the people reading the article will find interesting, enjoyable or useful
- write a plan by:
 - underlining all the points you must deal with
 - organising your ideas into paragraphs so that you cover everything you've been asked to do. Often each underlined point will form the topic of a paragraph.

8

Dream of the stars



Starting off

- Work in groups. Look at the photos and compare these different types of star. Talk about:
 - income/money
 - preparation and training
 - length of career
 - the advantages and disadvantages of being famous.
- If you could be a star, what sort of star would you like to be? Why?

Reading and Use of English | Part 7

1 You will read a newspaper article about five actors at the beginning of their careers. Before you read, discuss this question in pairs.

- What are the advantages and disadvantages of working as an actor?

2 Read questions 1–10 and underline the main idea in each question.

Which actor

believes actors must be ready to accept negative comments?

1

feels that they have learned a lot from people already working in the theatre and TV?

2

says that listening to other people's suggestions improves their acting?

3

has always been excited by having people watching their acting?

4

had planned to enter a different profession before training to become an actor?

5

prefers working in theatre rather than in cinema or television?

6

did not want to work outside the theatre initially?

7

feels worried about performing in front of some important people?

8

originally tried to train as an actor somewhere else?

9

wasn't so interested in acting in the theatre initially?

10

3 Now read the newspaper article. For questions 1–10, choose from the people A–E.

Exam advice

- Many of the sections may say quite similar things. You will have to read carefully to decide which section answers the question exactly.
- Guess difficult words from the context when you think it will help you to answer a question.
- Underline phrases in the texts which give you the answers and check them against the questions.

4 Work in groups.

- Have you ever performed in public (e.g. acting, speaking in public, dancing, doing a sport)?
- How did you feel about the experience? What did you enjoy about it? What did you dislike?

Five young actors



The curtains open in the theatre as a group of young actors make their way on to the stage. These are some young Edinburgh-based actors doing the final performance of their drama course.

A Scott Hoatson

22-year-old Scott is already a step ahead of his classmates, as he has been offered a year-long contract with the National Theatre of Scotland's under-26 theatre group. He was discovered by someone from the theatre while performing in plays in Edinburgh and St Andrews, but he admits the students' final performance in front of directors and agents is still nerve-wracking. "It's so important for all of us. The fact that there are artistic directors from the big theatres who come to watch makes it such a big opportunity. There's so much happening in Scotland at the moment. There are a lot of opportunities up here, so it makes sense to stay closer to home. When I started the course, I thought that stage acting was the only thing I wanted to do, but now I want to do everything I can – whether it's on stage, TV, film or radio."

B Kim Gerard

21-year-old Kim got her first taste of performing as a ballet dancer when she was just two and has been hooked on performing ever since. Although her ballet days are now behind her, she admits that it gave her a great introduction to the profession. "It was just so exhilarating to get up on stage and perform in front of an audience. Acting is the only thing that I have ever really wanted to do, and this course has let me do my training close to home. Even though I'd done some theatre before, I always wanted to get into TV. I really liked the idea of being a famous, well-paid TV star in a drama series. But now, I've realised acting on stage is just as good."

C Allan Scott-Douglas

Although 23-year-old Allan has been interested in performing since his early teens, it was only in his second year of a primary teaching degree at Edinburgh University that he decided to pursue a career as an actor. "I kind of got into it by accident," he admits. "I was more of a singer, but I ended up doing musical theatre and absolutely loved it. I'm pretty much open to anything. I suppose my heart will always belong to theatre, as there's a live audience there in front of you, but the film and TV work we've done has been great fun too, so I'd love to do some more. If you want to achieve your ambitions as a young actor, you've got to go where the work is. If I'm offered a job down in London, there's no way I'd ever be able to turn it down."

D Romana Abercromby

26-year-old Romana says she got involved with a lot of drama productions when she was still at school. "When I left school, I realised that it was the only thing I wanted to do. I tried applying to drama schools down in London, but after being rejected by them, I took a year out to go travelling. This course has given us so many useful skills and brought us into contact with so many actors and directors who have told us all about the industry. And we've been able to gain some experience with TV as well as stage acting, which has been great. When it comes down to finding work, if it's in Scotland, that's great, but I'd love to travel around, too."

E Neil Thomas

20-year-old Neil was just seven years old when he joined an after-school youth theatre company, which gave him his first taste of acting on stage. "I went once or twice a week and adored it," he says. "I was always keen to show off at school, so it was the perfect outlet for me to perform properly. I've had the chance to do a lot of different types of acting, and the training has been invaluable. It's intense, but everyone knows that's the nature of the career and you have to be prepared. People will give you all sorts of advice about your acting, which helps you to strip away your bad habits. In our profession, you have to be prepared for brutal criticism, because that's what you'll expect when you start working."

Adapted from *The Scotsman*

Vocabulary

Verb collocations with *ambition, career, experience and job*

1 Complete these extracts from Reading and Use of English Part 7 by writing a word or phrase from the box in the correct form in the gaps.

achieve gain offer pursue turn it down

... it was only in his second year of a primary teaching degree at Edinburgh University that he decided to (1) a career as an actor.

If you want to (2) your ambitions as a young actor, you've got to go where the work is. If I'm (3) a job down in London, there's no way I'd ever be able to (4)

And we've been able to (5) some experience with TV as well as stage acting, which has been great.



2 EP Complete these groups of collocations by writing *an ambition, a career, experience or a job* in the gaps.

- 1 gain / get / have / lack
.....
- 2 apply for / find / leave / look for / offer / turn down
.....
- 3 abandon / build / launch / make / pursue / start out on
.....
- 4 abandon / achieve / fulfill / have / realise
.....

3 Complete Dean's story by writing a verb from Exercise 2 in the correct form in the gaps. For some gaps, more than one answer may be possible.



I've always enjoyed performing in front of people and I'd like to (1) a career as an actor. If I could (2) my first ambition of going to drama school, I'd (3) the knowledge and experience which is needed if I'm going to (4) a job in the theatre. Acting is a very competitive profession, and you have to (5) your career step by step until, hopefully, a well-known director recognises your talent and (6) you a job which really (7) your career on the stage.



4 Work in pairs. Tell each other about your ambitions and the careers each of you would like to follow.

play, performance and acting; audience, (the) public and spectators; scene and stage

5 Candidates often confuse these words: *play, performance and acting; audience, public and spectators; scene and stage*. Circle the correct word in *italics* in each of these sentences. Then check by looking at the text in Reading and Use of English Part 7 again.

He was discovered by someone from the theatre while performing in (1) *plays / performances* in Edinburgh and St Andrews, but he admits the students' final (2) *acting / performance* in front of directors and agents is still nerve-wracking.

When I started the course, I thought that stage (3) *acting / playing* was the only thing I wanted to do.

It was just so exhilarating to get up on (4) *stage / scene* and perform in front of (5) *a public / an audience*.

6 Read the definitions on page 184 and look at the photos. Then complete each of these sentences by writing one of the words or phrases in the gaps in the correct form. Use each word only once.

- 1 The garden in all its glory is now open to ...the public...
- 2 He wrote his latest in under six weeks.
- 3 The thing I enjoy most about is the chance to work in films on location.
- 4 She gave a superb as Lady Macbeth.
- 5 The were clearly delighted with the performance.
- 6 The actor forgot what he was supposed to say in the final of the play.
- 7 The show ended with all the performers singing on together.
- 8 He broke the world 400-metres record in front of over 40,000 cheering



audience



spectators



the public

Grammar

at, in and on in phrases expressing location

1 Candidates often confuse *at*, *in* and *on* when saying where something is located. Complete these sentences from Reading and Use of English Part 7 by writing the correct preposition in the gaps.

- 1 The curtains open the theatre ...
- 2 He was discovered by someone from the theatre while performing in plays Edinburgh ...
- 3 '... now I want to do everything I can – whether it's stage, TV, film or radio.'
- 4 Romana says she got involved with a lot of drama productions when she was still school.
- 5 ... it was only in his second year of a primary teaching degree Edinburgh University that he decided to pursue a career as an actor.

→ page 172 Language reference: Prepositions – *at*, *in* and *on* to express location

2 Write the correct preposition in the gaps in these sentences written by candidates in the exam.

- 1 Every morning, we got up early and went to walk the mountains.
- 2 Every year, many people are injured the roads because of bad driving.
- 3 I am studying English school, and a spell in your country would be a great chance for me to improve.
- 4 I think that your cinema is the best the city.
- 5 I was alone home, my parents were a party and my sister was a friend's house.
- 6 Despite spending two hours a day commuting, I prefer living the outskirts of London.
- 7 The seaside is the ideal place for a family holiday because children can swim the sea as well as play the beach.
- 8 Our next destination was Italy, where we spent one week the seaside.
- 9 The journey was a good one, and I met an old friend the train.
- 10 You can waste a lot of time a car traffic jams.



Listening | Part 2

1 Work in pairs. You are going to hear a student called Julie giving a talk to students in her year about the time her father was on a television quiz show. Before you listen, read the sentences and decide:

- what sort of information you need in each gap (a person, a number, type of transport, etc.)
- what sort of word(s) could go in each gap (noun, adjective, verb, etc.).

Ten minutes of fame

A TV producer invited Julie's aunt to the quiz show while she was working in the (1) belonging to the family.

She didn't go because she was worried that she would be too (2) to answer any questions.

Julie's father used a (3) to travel to the show.

When he went to the show, he forgot to wear a (4)

He prepared for the show by learning large numbers of (5) from the newspapers.

The contestants were asked to wait in the (6) for the show to begin.

He competed against a (7) , a bus driver and a bank employee.

The contestants were asked questions on (8) during the show.

The show was broadcast almost (9) after it was recorded.

Julie's father won a (10) and a toy elephant.

2 28 Listen and, for questions 1–10, complete the sentences with a short word or phrase.

Exam advice

- Be careful to choose the right information from what you hear, e.g. if you need to write a type of animal in the gap, the speaker will probably mention other animals which are not the correct answer.
- Write exactly the word(s) you hear without changing them in any way.
- Read the completed sentences to make sure the words fit grammatically and match what the speaker said.
- Make sure you haven't repeated ideas expressed elsewhere in the text.
- Answer every question, even if you're not sure.

3 Work in groups.

- How would you feel if you were invited to take part in a quiz programme?
- What would you like to win?
- Have you ever won anything in a competition?

Grammar

Reported speech

1 Look at these two sentences from Listening Part 2. What do you think Julie's aunt's and sister's exact words were?

- 1 She said she was afraid she'd get too nervous and be unable to speak when they asked her questions!
 - a 'I'm afraid I'll get too nervous and be unable to speak when they ask me questions!'
 - b 'I'm afraid I got too nervous and was unable to speak when they asked me questions!'
- 2 My elder sister, who was only 11 at the time, told her she should go because it was the chance of a lifetime.
 - a 'You'll go because it's the chance of a lifetime.'
 - b 'You should go because it's the chance of a lifetime.'

page 173 Language reference: Reported speech

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 'Last night I saw a fantastic film,' said Phil.

PREVIOUS

Phil told me that he a fantastic film.

2 'I'll return quite late from the theatre tonight,' said Elena.

BACK

Elena warned me that quite late from the theatre that night.

3 'I won't be late for the show,' said Lucy.

ARRIVE

Lucy promised she time for the show.

4 'You can't borrow my camera, Mike,' said his father.

ALLOWED

Mike's father told him he his camera.



5 'I know I got several answers wrong in this exercise,' Hannah said.

MISTAKES

Hannah admitted that she in the exercise.

6 'I really enjoyed the play,' Katie told George.

FOUND

Katie told George that she very enjoyable.

3 Circle the correct form of the verb in *italics* in each of these sentences from Listening Part 2.

1 Anyway, when she was asked, she just refused to even consider / even considering it.

2 Well, he saw his opportunity and offered to go / going on the show himself.

3 He had to ask the producer do you have / if they'd got a spare one at the studio he could borrow.

4 In fact, I don't think we've ever had an encyclopedia in the house, though I suggested to buy / buying one for the occasion.

4 Complete these sentences by writing the verb in brackets in the correct form in the gaps.

1 She admitted (steal) the watch.

2 Susan accused Brian of (lie).

3 Mark's mother agreed (buy) him a new car.

4 The children apologised for (break) the window.

5 Peter has invited me (visit) him in Switzerland this summer.

6 Ewan persuaded his mother (buy) him a new bike.

7 Karen has promised (visit) me after the summer.

8 I would recommend (install) new computers in the office.

9 Can I remind everyone (send) me an email if you're not coming to class next week?

10 Martin warned me (not use) the machine.

5 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 'You really should see that film, Pablo,' his friend said.

ADVISED

Pablo's friend the film.

2 'Why don't we go swimming this afternoon?' said Marie.

SUGGESTED

Marie afternoon.

3 'Don't leave the light on when you go to bed,' my father said to me.

SWITCH

My father the light when I went to bed.

4 'Don't forget to post the letter,' Silvia told Natasha.

REMINDED

Silvia the letter.

5 'You haven't been paying attention to me,' our teacher told us.

ANY

Our teacher accused us notice of him.

6 'I'll try as hard as I can to pass the exam,' said Paola.

BEST

Paola promised to pass the exam.

Reading and Use of English | Part 1

1 Work in pairs. You are going to read an article about how people make money from YouTube. Before you read, discuss these questions.

- What things do you most enjoy on YouTube?
- Why do many people prefer YouTube to watching television?



2 Read the article quickly. How do people make money on YouTube?

Back 111

YouTube millionaire celebrities

Geeks, musicians, teenage boys in their bedrooms – (0) ...anyone... can now become a global internet sensation and a millionaire in the (1) In between the amusing videos of animals doing strange things and skateboarding accidents, people are building (2) by uploading videos. In (3) years, there have been many success stories of people who started at home with just a webcam and have now huge followings. With over 100 million visitors to YouTube every month, advertisers have started (4) on the most popular video makers to take advantage of their loyal (5) Last year, 'YouTuber' Michael Buckley (6) that he was making over \$100,000 a year from YouTube advertisements alone. The YouTube payment system works on a pay-per-click basis. Effectively, the amount of money you (7) is determined by the number of views you get. A video of around a million views, which is (8) for popular YouTubers, may bring in about a thousand dollars.

adapted from the *Daily Mail*

3 For questions 1–8, read the article again and decide which answer (A, B, C or D) best fits each gap.

0 A someone	B <u>anyone</u>	C everyone	D all
1 A way	B process	C method	D manner
2 A work	B jobs	C careers	D occupations
3 A recent	B last	C past	D latest
4 A aiming	B directing	C focusing	D pointing
5 A public	B people	C watchers	D spectators
6 A informed	B told	C reminded	D announced
7 A gain	B pay	C win	D earn
8 A conventional	B typical	C traditional	D everyday

4 Now check your answers to Exercise 3 by using these clues.

- 1 This phrase means 'one thing happens as a result of the other'.
- 2 This will be a part of their whole working life.
- 3 Notice the sentence uses the present perfect.
- 4 Only one option is followed by this preposition.
- 5 Look back to the vocabulary section in this unit.
- 6 This means he has said it publicly. The wrong options all need an object.
- 7 The correct answer is a collocation with 'money'.
- 8 This is normal for popular YouTubers.

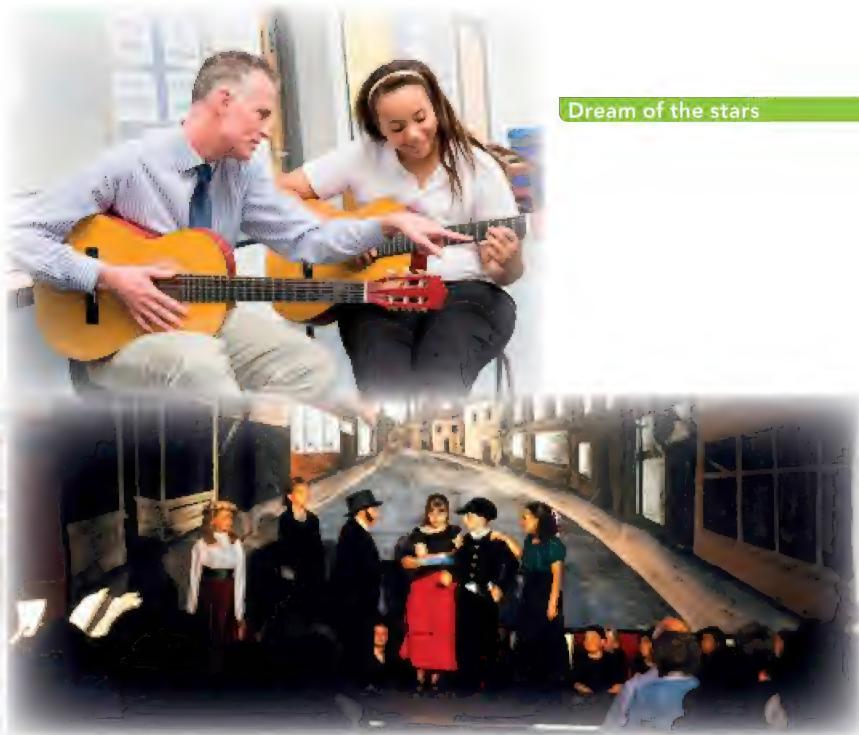
Exam advice

- Read the title and the text quickly to get a general idea of what it's about.
- Deal with the gaps one by one. Read carefully before and after the gap. The words in each option will be similar in meaning, but only one will fit correctly into the gap.
- Check that the word fits into the sentence grammatically by looking at prepositions and other grammatical structures.
- If you are not sure which option is correct, reject the options you think are wrong and choose from the others.
- When you have finished, read the whole text quickly again to check your answers.

5 Discuss one of these questions in groups.

- 1 Have you ever uploaded something onto a video-sharing website such as YouTube? If so, what?
- 2 What would you like to upload onto YouTube? Why? / Why not?

Speaking | Part 4



1 **▶ 29** In Speaking Part 4, the examiner will ask you questions which encourage you to give your opinions on topics related to Part 3. Read and listen to Antonia and Peter answering the examiner's question. Underline the words or phrases they use to speak in general.

Examiner: Do you think schools should teach subjects such as dance, drama or music?

Antonia: Well, I think generally speaking schools should teach these subjects to small children so that they can find out if they like them. I think these subjects help children to learn how to express themselves. But I don't think generally it's so important for older children or teenagers to do these subjects because they tend to have lots of other things to study. So, on the whole, I guess these subjects should be voluntary, not compulsory as children get older.

Examiner: Peter, do you agree with Antonia?

Peter: Generally, yes, but I feel it's a pity when students don't have time for the subjects they enjoy.

2 Look at the answer again.

- 1 How does Antonia give a balanced answer?
- 2 What reasons does she give?
- 3 Which of these things does Peter do?
 - a He just says he agrees.
 - b He says he agrees, but adds his own opinion.
 - c He says he agrees and gives a reason.

3 Work alone. Think of general things you can say to give a balanced answer to this question. Then in pairs take turns to ask and answer this question.

- Do you think that schools should teach subjects such as painting and photography? Why? / Why not?

4 Pronunciation: grouping words and pausing (2)

We tend to pause between groups of words which form a meaning together, for example: *The family had a small shop / just round the corner from where we live, / and one day my aunt was working there on her own.*

1 Look back to Exercise 4 in the Speaking section on page 46. Then use a (/) to mark where you think Antonia and Peter pause in their answers in Speaking Exercise 1.

2 **▶ 29** Now listen again and check your answers.

3 Work in pairs. Take the part of Antonia or Peter and read their answers aloud.

4 Note down your own ideas to answer the examiner's question in (Speaking) Exercise 1 and think where you will pause as you speak. Then take turns to answer the question.

5 EP Read these questions. Then decide which phrases in the box you could use in your answer to each question. Some phrases can be used for more than one answer.

- 1 Do you think that all young people should learn to play a musical instrument? Why? / Why not?
- 2 What things do young people learn from acting in plays?
- 3 What are the advantages of seeing a film in the cinema instead of on television?
- 4 Should newspapers and magazines pay so much attention to singers' and actors' lives and relationships? Why? / Why not?
- 5 Which do you think is the purpose of television: to entertain or to educate people? Why?

a celebrity
 a compulsory/voluntary activity
 avoid/cause a scandal
 develop their acting/musical abilities
 develop their artistic expression
 develop their musical knowledge
 help society develop
 disturb/protect someone's privacy
 interrupt a film with advertisements
 make people aware of problems
 the media
 when the film is released
 a tabloid (newspaper)
 work in a team

6 Work alone and think how you can give balanced, general answers to each question in Exercise 5. Then work in pairs and take turns to ask and answer the questions.

Exam advice

- Many of the questions will be general questions of opinion; give your opinion and support it with reasons and/or examples.
- Don't be afraid to give your honest opinion – there are no right or wrong answers.
- Listen carefully to what your partner says: you may be asked if you agree.

Writing | Part 1 An essay



1 Read this writing task and underline the key points you must deal with.

In your English class, you have been talking about the advantages of being famous as a film star.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Being famous as a film star has both advantages and disadvantages. Do you agree?

Notes

Write about:

1. *media attention*
2. *lifestyle*
3. (*your own idea*)

Write your **essay**.

- 2 Work in groups. Discuss the advantages and disadvantages of being famous as an actor or film star. While you discuss, you should:
 - note down the main points of your discussion
 - cover all three notes in the essay task in Exercise 1.
- 3 Work alone and write a brief plan for your essay. In your plan, you should have:
 - the number of paragraphs
 - the main idea of each paragraph.

4 Look back to page 60, Exercises 4 and 5. Then write your own opening paragraph. When you have finished, work in pairs and compare your paragraphs.

5 Work in pairs. Read this opening paragraph.

- How does it compare with yours?

Many young people dream of achieving fame as actors or film stars. However, it is a life which has both advantages and disadvantages.

6 Javier wrote a balanced essay to answer the question in the writing task. Read the essay. Then work in pairs to answer questions 1–6 below.

- Many young people dream of achieving fame as film stars. However, it is a life which has both advantages and disadvantages.
- There are three main advantages. Firstly, if actors are well-known, people will want to watch their films and if their films are popular, they will be offered more jobs in the future. Also, they live exciting and glamorous lives with plenty of foreign travel and luxury. There is no doubt that most actors find this very enjoyable. Finally, fame and success go together.
- On the other hand, fame brings disadvantages for actors too. First, many film stars have little privacy or time to themselves because they are always being followed by reporters and photographers. Next, people with glamorous lifestyles meet other glamorous people and this can sometimes cause problems with, for example, their family relationships. Finally, they have to work very hard to be successful and this may lead to considerable stress.
- To conclude, I think for film stars the advantages of being famous outweigh the disadvantages because being well-known is a result of their professional success. However, they need common sense to deal with the disadvantages.

- 1 Are Javier's ideas about being famous similar to yours?
- 2 How does he balance his arguments in the essay?
- 3 What is the purpose of the underlined phrases in the essay?
- 4 Highlight words and phrases he uses to link ideas together throughout the essay.
- 5 In which paragraph (a–d) does Javier give his own opinion?
- 6 Why is it important to make your opinion clear?

7 Work alone.

1 Write a second paragraph where you outline the advantages you discussed in Exercise 2. Start it using an introductory sentence.

2 Write a third paragraph where you balance the advantages of the second paragraph with the disadvantages. Start it with an introductory sentence as well.

8 Write your answer to the writing task below.

- Follow the stages of underlining, thinking of ideas and planning that you have practised.
- Use Javier's answer in Exercise 6 as a model.
- You should write between 140 and 190 words.

In your English class, you have been talking about the advantages and disadvantages of a career in music or acting.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

There are both advantages and disadvantages to a career as a musician or an actor. Do you agree?

Notes

Write about:

1. *doing something you enjoy*
2. *becoming well known*
3. (your own idea)

Write your **essay**.

Exam advice

- To make your argument easy to follow, you can start paragraphs with a short sentence which says what the paragraph is about.
- If you decide to write a 'balanced essay', try to have the same number of points in favour as against, or advantages as disadvantages.
- The writing task will not be complete unless you express your personal opinion clearly.



Vocabulary and grammar review Unit 7

Word formation

1 **(EP)** Read this text. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

Adventure racing

The teams that come first are the ones who race (0) ...intelligently... and adapt to the sort of (1) situations which arise in these races. The teams who do well show both flexibility and (2) Unfortunately, our (3) for the race in Australia weren't methodical in any way. In fact, as a beginner, I was so (4) that the training I actually did was (5) to run and cycle as much and as hard as I could. When we actually did the race, one of my team-mates became just too tired to continue. We had been going really fast without taking any rests, and he had been (6) to ask us to take a break. I knew that our team had not been prepared or (7) about the pace we could keep. Not finishing that race was the most (8) lesson I could have learned.

INTELLIGENT
PREDICT

PATIENT
PREPARE

EXPERIENCE
SIMPLE

WILL

REAL

VALUE

7 He persuaded them (finish) the job.
8 I expect (become) very rich one day.
9 I really don't mind (work) at weekends.
10 It's no good (ask) him anything. He's really unhelpful.
11 Toya enjoys (work) in an internet café.
12 You know it's not worth (spend) so much money on a meal like that.

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

1 You can't go skydiving until you're 18 years old.
ALLOWED
People under 18 skydiving.
2 He didn't want to get sunburnt, so he stayed in the shade.
AVOID
He stayed in the shade sunburnt.
3 Paola hates windsurfing when the weather is cold.
BEAR
Paola when the weather is cold.
4 Could you please turn your mobile phone off?
MIND
Would your mobile phone off?
5 You might have an accident if you don't take all the safety precautions.
RISK
If you don't take all the safety precautions, an accident.
6 The weather is so wet that it's not worth going for a walk today.
POINT
The weather is so wet that there's for a walk today.

Grammar

2 Complete the sentences by writing the verb in brackets in the infinitive or verb + *-ing* form in the gaps.

- 1 Can I suggest (take) a break in about ten minutes?
- 2 Did you manage (get) in touch with her?
- 3 Do you want me (invite) her?
- 4 He's considering (change) his course of studies.
- 5 He absolutely refuses (have) anything to do with them.
- 6 He admitted (steal) the money.

Vocabulary and grammar review Unit 8

Vocabulary

1 Choose the best word, A, B, C or D, for each gap.

- 1 The flying display attracted about 50,000 despite the rain.
A public B assistants C spectators D audience
- 2 As a police officer, I get a lot of questions from members of the asking how to get to one place or another.
A people B public C audience D spectators
- 3 During the musical, the clapped at the end of every single song.
A audience B spectators C public D attendants
- 4 British actress Amanda Haslett gave a superb as Lady Macbeth at the Globe Theatre last night.
A play B act C performance D acting
- 5 If you're interested in a career in, you must be prepared to work hard for little money.
A acting B playing C performance D stage
- 6 That play is much better on the than in the film version.
A theatre B play C scene D stage
- 7 Vera is thinking of pursuing a in the music industry.
A work B job C career D position
- 8 It's more important to do a job you enjoy than one where you a lot of money.
A win B earn C gain D pay

Grammar

2 Complete each of the sentences below by writing a word or phrase from the box. In some cases, more than one answer may be possible. You can use the words and phrases more than once.

although despite even though however
in spite of whereas while

- 1 Eva wanted to pursue a career in acting, she couldn't find a job.
- 2 Max gave a wonderful performance in the school concert his headache.
- 3 Jason dreams of being a footballer, Eva wants to work in the theatre.
- 4 not being very talented, she became a highly successful Hollywood star.

5 They spent millions on the film., not many people were interested in going to see it.

6 I enjoy watching documentaries my brother prefers soap operas.

7 He insisted on playing loud music it was nearly two o'clock in the morning.

8 People of all ages go to rock concerts, classical music concerts are mainly attended by people over 50.

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Although it was dangerous, she went swimming.

THE

In spite she went swimming.

2 The theatre was full, despite the high price of the tickets.

EXPENSIVE

Although , the theatre was full.

3 Although he felt ill, he went to work.

DESPITE

He went to work well.

4 She enjoys her job in spite of her low salary.

EVEN

She finds her job enjoyable low.

5 'I've been asleep all afternoon.'

HAD

Helen admitted that whole afternoon.

6 'I'll phone when the concert finishes.'

CALL

Martin said he end of the concert.

Starting off

1 Work in pairs. Find nine things which might make people happy by matching these words and phrases.

1 being admired	a a loving family
2 being part of	b in your studies or work
3 doing really well	c by the people around you
4 falling	d live well
5 having enough	e friends
money to	f in a nice neighbourhood
6 having lots of	g in love
7 having lots of time to	h on the things you enjoy
spend	doing
8 living	i work too hard
9 not having to	

2 Which of the things in Exercise 1 do you think are essential for happiness? Which do you think are not so important?

Are there any other important things which make people happy?

3 Work in pairs. Take turns to do the task below.

- Student A should look at photos 1 and 2.
- Student B should look at photos 3 and 4.

The photos show people who are happy. Compare the photos and say why you think the people might be happy.

Why might the people be happy?



Reading and Use of English | Part 5

1 You are going to read an article by a psychologist about happiness. Read the article quickly to find out what he thinks makes people happy.

Article

Video

Picture gallery

The secrets of happiness

Mihaly Csikszentmihalyi has devoted his life to studying happiness. He believes he has found the key.

I've been fascinated by happiness most of my life. When I was a small boy, I noticed that though many of the adults around me were wealthy and educated, they were not always happy and this sometimes led them to behave in ways which I, as a child, thought strange. As a result of this, I decided to understand what happiness was and how best to achieve it. It was not surprising, then, that I decided to study psychology.

On arrival at the University of Chicago 50 years ago, I was disappointed to find that academic psychologists were trying to understand human behaviour by studying rats in a laboratory. I felt that there must be other more useful ways of learning how we think and feel. Although my original aim had been to achieve happiness for myself, I became more ambitious. I decided to build my career on trying to discover what made others happy also. I started out by studying creative people such as musicians, artists and athletes because they were people who devoted their lives to doing what they wanted to do, rather than things that just brought them financial rewards.

Later, I expanded the study by inventing a system called 'the experience sampling method'. Ordinary people were asked to keep an electronic pager for a week which gave out a beeping sound eight times a day. Every time it did so, they wrote down where they were, what they were doing, how they felt and how much they were concentrating. This system has now been used on more than 10,000 people, and the answers are consistent: as with creative people, ordinary people are happiest when concentrating hard.



After carrying out 30 years of research and writing 18 books, I believe I have proved that happiness is quite different from what most people imagine. It is not something that can
 40 be bought or collected. People need more than just wealth and comfort in order to lead happy lives. I discovered that people who earn less than £10,000 are not generally as happy as people whose incomes are above that level. This
 45 suggests that there is a minimum amount of money we need to earn to make us happy, but above **that dividing line**, people's happiness has very little to do with how much poorer or richer they are. Multi-millionaires turn out to be only
 50 slightly happier than other people who are not so rich. What is more, people living below the dividing line and in poverty are often quite happy too.

I found that the most obvious cause of happiness
 55 is intense concentration. This must be the main reason why activities such as music, art, literature, sports and other forms of leisure have survived. In order to concentrate, whether you're reading a poem or building a sandcastle, what
 60 you need is a challenge that matches your ability. The way to remain continually happy, therefore, is to keep finding new opportunities to improve your skills. This may mean learning to do your job better or faster, or doing other more difficult
 65 jobs. As you grow older, you have to find new challenges which are more appropriate to your age. I have spent my life studying happiness and now, as I look back, I wonder if I have achieved it. Overall, I think I have, and my belief that I have
 70 found the keys to its secret has increased my happiness immeasurably.

Adapted from *The Times*

Exam advice

When a question asks what a word or phrase refers to:

- read carefully what is said in the preceding sentence
- make sure you understand the reference before you read the options.

2 For questions 1 and 2, the sentences in the article which give you the answers have been underlined. Read the questions and the underlined sentences. Then choose the answer (A, B, C or D) which you think fits best according to the underlined sentences.

- 1** What does *this* in line 6 refer to?
 - A the writer's decision to study psychology
 - B the writer's interest in happiness
 - C the writer's observations of adults
 - D the writer's unhappy childhood
- 2** What sort of people did the writer choose to concentrate on at the start of his career?
 - A People who were clearly happier
 - B People with more freedom
 - C People whose main aim in life was not making money
 - D People whose objective was to become richer
- 3** Now, for questions 3–6, choose the answer (A, B, C or D) which you think fits best according to the text.
 - 3** The 'experience sampling method' showed in general that
 - A creative people are happier than other people.
 - B uncreative people are just as happy as creative people.
 - C people's happiness depends on who they are with.
 - D people are happier when they are very focused on an activity.
 - 4** *that dividing line* in line 47 refers to a division between
 - A living more comfortably and less comfortably.
 - B poor countries and rich countries.
 - C happy people and unhappy people.
 - D millionaires and poor people.
 - 5** According to the writer, people concentrate more when they are doing
 - A something which they find enjoyable.
 - B something which they find difficult but possible.
 - C something which they find quite easy.
 - D many things at the same time.
 - 6** What impression do you have of the writer of the text?
 - A He has become happier by studying happiness.
 - B He has been unhappy most of his life.
 - C He has always been a happy person.
 - D He has only been happy for short times.

4 Work in groups.

- Did anything surprise you about what the writer says makes people happy? If so, what? If not, why not?

Vocabulary

achieve, carry out and devote

1 Complete these sentences from Reading and Use of English Part 5 by writing the correct form of *achieve*, *carry out* or *devote* in each gap.

- 1 Although my original aim had been to happiness for myself, I became more ambitious.
- 2 They were people who their lives to doing what they wanted to do, ...
- 3 After 30 years of research and writing 18 books, I believe I have proved that happiness is quite different from what most people imagine.

2  Write the nouns in the box by each verb they can form collocations with.

~~an~~ aim an ambition energy an improvement
an instruction an objective an order one's life
research success a test a threat time

- 1 achieve ~~an~~ aim, ...
- 2 carry out
- 3 devote ... (to)

3 Complete these sentences by writing collocations from Exercise 2 in the correct form in each gap. In some cases, more than one answer may be possible.

- 1 Last year, my uncle a lifelong to visit New York.
- 2 Scientists have been to discover the cause of the disease.
- 3 The exercise is quite easy, so you won't need to very much to doing it.
- 4 Igor felt very tired because he had a lot of time and to the project.
- 5 My mum said she'd stop my pocket money if I was home late, but I don't think she'll her
- 6 In the army, you have to be obedient and immediately.

stay, spend and pass; make, cause and have

4  Candidates often confuse the following words: *stay, spend and pass; make, cause and have*. Read these sentences and circle the correct word in *italics*. Then check your answers by reading the definitions on page 184.

- 1 Remember, your behaviour will *have / cause* an effect on other people.
- 2 I'm very sorry if I've *made / caused* you any problems.



- 3 I have passed / spent my life studying happiness.
- 4 Yesterday, I spent / stayed two hours listening to the radio.
- 5 I really enjoy late-night films on TV when I can stay / be awake.
- 6 The news that her sister had had a baby made / had her very happy.

5 Now complete each of these sentences using *stay*, *spend*, *pass*, *make*, *cause* or *have* in the correct form.

- 1 I decided to the afternoon in the park.
- 2 Colin played a game on his phone to the time while he was waiting for the train.
- 3 We should be able to go camping because they say the weather is going to like this for the rest of the week.
- 4 Your talk was excellent and a powerful impact on the other students.
- 5 How did you the weekend? Did you enjoy yourself?
- 6 I two hours today trying to finish my homework.
- 7 The bus strike has been problems for students trying to get to school.
- 8 The bad sound quality the film very difficult to understand.
- 9 Using up-to-date materials can a dramatic effect on the amount students learn.
- 10 Our maths teacher the whole lesson explaining algebra to us.

6 Which verb – *make, cause* or *have* – forms a collocation with each of these nouns? In some cases, more than one verb–noun collocation is possible.

an accident a change an effect an impact
an impression a problem trouble

7 Complete these sentences by writing a collocation from Exercise 6 in each of the gaps. In some cases, more than one answer may be possible.

- 1 A dog ran onto the road and would have if I hadn't reacted quickly.
- 2 Amalia obviously a good on the examiners because they gave her a Grade A.
- 3 I hope I haven't you by coming to stay unexpectedly.
- 4 I that she's not very organised. Otherwise, she'd hand her work in on time.
- 5 Living in the country a nice after spending the last three years living in a city.
- 6 Your choice of subjects at university will a big on your future career.

Listening | Part 1

1 You are going to hear people talking in eight different situations. Before you listen, work in groups. Discuss whether you agree with these statements or not.

- Your first impression of a person is usually formed by what they say, not how they look.
- In general, people marry someone quite similar to them rather than someone very different.
- Young people nowadays are generally more intelligent than their grandparents were.
- Few people are afraid of flying in planes and getting in lifts. More people are afraid of heights.
- Everyone sometimes has a dream where they're flying, falling or running.

2 Now work in pairs. Read questions 1 and 2 and match the words and phrases in the box with each of the options A, B and C in the two questions. (For some options there may be more than one word or phrase.)

actual words body language character
things in common gestures hobbies intonation
people we like appearance mirror

1 You hear an expert giving advice about meeting people for the first time. What has the most impact?
 A how you sound
 B how you look
 C what you say

2 You hear a man and a woman talking about successful relationships. The man thinks the most important factor in successful relationships is
 A similar personalities.
 B the same friends.
 C similar interests.

3 Now listen and for questions 1 and 2, choose the best answer (A, B or C). Then say which words and phrases you heard from the box in Exercise 1.

4 Listen and, for questions 3–8, choose the best answer (A, B or C).

3 You hear a psychologist in the UK talking about intelligence. What does she say?
 A The human brain is changing.
 B Scores in intelligence tests are rising.
 C Exams are getting harder.

4 You overhear a boy calling a friend on his mobile phone. Why is he calling his friend?
 A to complain about her behaviour
 B to explain a problem
 C to change an arrangement

5 You overhear a man talking about things which frighten people. What frightens him?
 A using an escalator
 B taking a flight
 C using a lift

6 You hear a girl talking to a boy about a dream. She has read that the dream means
 A she's worried about lack of success.
 B her life is in danger.
 C she has to escape from something.



7 You overhear two students talking about a classmate. Why are they discussing her?
 A To organise something for her.
 B To see if they can help her.
 C To point out her faults.

8 You hear a boy and a girl talking about the boy's free-time activities. What do they agree about his personality?
 A He's friendly and sociable.
 B He prefers his own company.
 C He's creative and adventurous.

Exam advice

- Listen to the whole piece before you choose: the answer may depend on the general idea rather than a few words.
- If you are not sure about the answer after listening the first time, try to decide which answers you think are wrong before you listen the second time.

5 Work in pairs.

- When you feel stressed, what do you do to relax?
- Talk about someone in your family. What do you think their free-time activities might show about their personality?

Grammar

Modal verbs to express certainty and possibility

1 Read these extracts from Listening Part 1 and look at the underlined modal verbs. Then answer the questions below.

- That's right! I think I must have got the problem when I was trapped in one as a kid. I can't have been there for more than ten minutes, but I was trembling when I came out.
- Well, the interpretation I've heard is that you may be afraid of failing in some way. You know, there are all sorts of interpretations for other dreams, for example that you could find something subconsciously threatening and your dream might be sort of pointing that out to you.

1 Which of the underlined verbs do we use when we:

- are certain something is true? (1)
- are certain something is not true? (2)
- think something is possibly true? (3), (4) and (5)

2 Which of the underlined verbs refer to

- a the present?
- b the past?

→ page 170 Language reference: Modal verbs – expressing certainty and possibility

2  Candidates often make mistakes with modal verbs. Four of these sentences contain mistakes with modal verbs. However, one is correct. Find and correct the mistakes.

- 1 I think the school play was lovely. You may have really enjoyed acting in it!
- 2 He's had a really good sleep, so he mustn't be tired any more.
- 3 The road is very busy, so cross it carefully or you can have an accident.
- 4 I have a lot of homework to do, so I may go to bed late.
- 5 She lives in a really nice house, so her mum and dad can be earning a lot of money.



3 Complete these sentences by writing a suitable modal verb and the verb in brackets in the correct form (present or past) in the gaps. In some cases, more than one answer may be possible.

- 1 Everyone in the class (work) incredibly hard because you have all passed the exam!
- 2 I think she (be) a really happy person because she's always smiling and laughing.
- 3 Jamie woke up in the night screaming. He (have) a nightmare.
- 4 I don't know why Irina hasn't arrived yet. She (have to) stay on late at school, or she (stop) on the way home to see some friends.
- 5 I don't know how old the teacher is, but he looks quite young, so he (be) more than 25.
- 6 They say it (rain) at the weekend, so we won't be able to play football on Saturday.

4 Work in pairs. Look at these two pictures and, using *may*, *might*, *must*, *could* and *can't*, say what you think

- has happened or is happening in each picture
- the people are feeling and why.



Reading and Use of English | Part 4

1 Work in pairs. In Reading and Use of English Part 4, you have to complete a sentence so that it has a similar meaning to the first sentence, using the word given. You must write between two and five words. Look at questions 1–5 and the different answers students wrote (a–c).

- Decide which is the correct answer.
- Say why the other answers are wrong.

1 'I spoke to Maria yesterday,' Paola said.

HAD

Paola said she day before.
 a had had a conversation with Maria the
 b had spoken to Maria the
 c spoke to Maria the

2 Although the music outside was loud, we managed to sleep.

DESPITE

We managed to sleep outside.
 a despite of the loud music
 b despite the loud music
 c despite they played loud music

3 I'll forget the number if I don't write it down.

NOT

I will I write it down.
 a remember the number if
 b not remind the number unless
 c not remember the number unless

4 You needn't give me your homework tomorrow.

HAND

It is your homework to me tomorrow.
 a not necessary for you to hand
 b not needed handing in
 c not necessary to hand in

5 It is possible that Eva collected the parcel from the post office.

MAY

Eva up the parcel from the post office.
 a may have collected
 b could have taken
 c may have picked

6 'You should try harder at maths,' my teacher said.

MORE

My teacher advised an effort at maths.
 a that I do more
 b me to make more of
 c making more of

Exam advice

Think about:

- whether you need an expression, e.g. *he changed his mind*
- whether you need a phrasal verb, e.g. *give up*
- what grammar you will need, e.g. do you need to change from active to passive or put something into reported speech?

You should try to spell your answers correctly.

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 My grandma hates it when people make a noise in her house.

STAND

My grandma can't in her house.

2 'Don't forget to lock the front door, Karl,' said his wife.

REMINDED

Karl's wife the front door.

3 Sven enjoyed the film despite missing the beginning.

MANAGE

Although Sven the beginning of the film, he enjoyed it.

4 I'm sure Annabel wasn't in London all weekend.

HAVE

Annabel in London the whole weekend.

5 How long did it take you to write the essay?

SPEND

How long the essay?

6 It's possible that my brother has discovered that I have borrowed his bike.

MAY

My brother out that I have borrowed his bike.



Speaking | Part 2

1 Look at this speaking task. Then complete Peter's answer below with words or phrases from the box which he uses to compare or speculate about what he can see.

Why have the people decided to do these activities?



could be exactly what looks as if may have decided
must perhaps seem unlike different who appears

Examiner: Here are your photographs. They show young people doing difficult activities. I'd like you to compare the photographs and say why you think the people have decided to do these activities. All right?

Peter: The first photo shows young people walking up a mountain. They (1) to be tied together with ropes and they (2) be resting, or (3) they've been waiting for one of the group to catch them up. They may be part of an adventure activity which they're doing from their school or college and they may have been climbing for quite a long time. The second photo shows a

(4) situation. The girl seems to be working with equipment in a factory. I'm not sure (5) she's doing, but she (6) building a machine or something. There's a man (7) to be supervising her. The girl in the first photo (8) to climb the mountain because she wants a new experience, or she just enjoys being in the mountains even though she looks a bit tired. The girl in the second photo (9) she's starting a new job and learning to do something. She looks as if she's quite warm from her work, (10) the girl in the first photo.

2 04 Now listen to check your answers.

page 168 Language reference: *look, seem and appear*

3 Work in pairs. Look at the examiner's instructions and the photos. Then complete the sentences on page 103 with your own ideas.



Here are your photographs. They show people celebrating at different events. I'd like you to compare the photos and say what you think the people are enjoying about the different situations.

What are the people enjoying about the different situations?



Speculating about photos

- 1 In the first photo, the people look as if ...
- 2 The old man seems to be ...
- 3 They are probably going to ...
- 4 In the second photo, the people appear to be ...
- 5 They could be ...
- 6 Unlike the first photo, ...
- 7 In both photos, the people seem ...

4 Pronunciation: sentence stress (3)

We can use sentence stress to emphasise certain words in a sentence.

1 ▶ 05 Look at this sentence from Peter's answer in Exercise 1 and listen to it.

- Underline the words emphasised in **a** and the words emphasised in **b**.
- How does the different emphasis change the meaning of what he says?

a The girl seems to be working with equipment in a factory. I'm not sure exactly what she's doing, but she could be building a machine or something.

b The girl seems to be working with equipment in a factory. I'm not sure exactly what she's doing, but she could be building a machine or something.

2 Work in pairs. Take turns to read either sentence a or sentence b aloud to your partner. Your partner should listen and say which sentence you are reading.

3 ▶ 06 Listen to the extract from Peter's answer again and underline the words each speaker emphasises. Then discuss how the different emphasis changes the meaning.

A: The girl in the first photo may have decided to climb the mountain because she wants a new experience, or perhaps she just enjoys being in the mountains even though she looks a bit tired. The girl in the second photo looks as if she's starting a new job and learning to do something. She looks as if she's quite warm from her work, unlike the girl in the first photo.

B: The girl in the first photo may have decided to climb the mountain because she wants a new experience, or perhaps she just enjoys being in the mountains even though she looks a bit tired. The girl in the second photo looks as if she's starting a new job and learning to do something. She looks as if she's quite warm from her work, unlike the girl in the first photo.

4 Work in pairs. Decide which words you would like to emphasise in the extract. Take turns to read the extract aloud. While you listen to your partner, underline the words he/she emphasises.

The girl in the first photo may have decided to climb the mountain because she wants a new experience, or perhaps she just enjoys being in the mountains even though she looks a bit tired. The girl in the second photo looks as if she's starting a new job and learning to do something. She looks as if she's quite warm from her work, unlike the girl in the first photo.

5 Look at the sentences you completed for Speaking Part 2 Exercise 3 and decide which words you would like to emphasise when you speak. Then work in pairs and take turns to read your sentences aloud.

5 Look again at the answer in Pronunciation Exercise 3. How many words or phrases can you find which mean *a little*?

6 Now take turns to do the task in Speaking Part 2 Exercise 3. When talking about people's feelings, use words or phrases which mean *a little* where appropriate.

7 Work in pairs. Take turns to do the speaking tasks on page 104.

- While you listen to your partner doing the speaking task, think about the things he/she is doing well and the things he/she could do better.
- When he/she has finished, give feedback and suggestions. If necessary, look at the checklist in Exercise 2 on page 24 to give you ideas.

Exam advice

- When you're not sure how to answer the question in the task, use phrases which allow you to speculate. Practise these before you go to the exam.
- Spend about half the time comparing the photos and half the time answering the question..



Task 1



Here are your photographs. They show people who have just done something special. I'd like you to compare the two photographs and say how you think the people feel about what they have just done.



How are the people feeling about what they have just done?



Task 2



Here are your photographs. They show people in frightening situations. I'd like you to compare the two photographs and say why you think the people are frightened in these situations.



Why are the people frightened in these situations?



Writing | Part 2 A report

- 1 Work in pairs. Read this writing task, underlining the things you must deal with in your answer. Which do you think the money should be spent on?

The college where you study has been given a large amount of money to spend either on improving the classrooms or on students' social activities. The director of your college has asked you to write a report describing the benefits of both ideas and saying which one you think should be chosen and why.

Write your report.

2 Answer these questions.

- 1 Who will read your report?
- 2 Should you write in an informal or a formal style?
- 3 What things must you include in your report?

3 Read the report below. Write one verb from the box in the correct form in the gaps.

benefit contain discuss find improve make
participate recommend reduce spend

Our college money

Introduction

The purpose of this report is to (1) whether the money which has been given to the college should be (2) on improving the classrooms or on students' social activities and to (3) a recommendation.

The classrooms

The college classrooms are well equipped with the latest technologies. Each classroom already (4) computers with internet connection and an interactive whiteboard. However, the furniture needs replacing because students who attend class all day (5) it uncomfortable, and this affects their concentration. Furthermore, the classrooms would (6) from an air-conditioning system, and this would also (7) the quality of students' work.

Social activities

The college already has a social programme with a wide range of activities for students to (8) in. If money was spent on this, it would (9) the cost of the activities for the students and they would be able to take part in more of them.

Recommendation

I (10) spending the money on new furniture and an air-conditioning system as this would have a beneficial effect on students' work in class.

4 Work in pairs.

- 1 What recommendation does the writer make to the college director?
- 2 How can the college director find things quickly in the report if he/she doesn't have much time?
- 3 Has the report dealt with everything in the writing task?
- 4 What is the purpose of each section?
- 5 Which tenses are used? Why?
- 6 Does the report use contractions (it's, we'll)? Why? / Why not?

5 Complete these ways of making recommendations and suggestions by putting the verb in brackets into the correct form.

- 1 I recommend (*install*) a new air-conditioning system.
- 2 I suggest (*spend*) money on improving the social programme.
- 3 I suggest that the college should (*buy*) new furniture for the classrooms.
- 4 It would be a good idea (*equip*) all the classrooms with computers.

6 Work in pairs. Write four more sentences making recommendations or suggestions for your own college or language school.

7 Work in pairs. Read this writing task. How do you think the money should be spent?

Your town has a large amount of money available to spend on improving the area around your school. Your English teacher has asked you to write a report suggesting how it can be improved.

Write your report.

8 Do the writing task. Write between 140 and 190 words. Follow these steps:

- Underline the points you must deal with in your report.
- Think and write a plan for your report. This should include sections and section headings.
- Write your report following your plan and using the report in Exercise 3 as a model.
- When you have finished, check it for mistakes.

Exam advice

- Think about who will read the report and if you need a formal or an informal style.
- If you decide to divide the report into sections, decide what sections you need and what the section headings should be.

Spend, spend, spend?



Starting off

Work in groups.

- 1 Look at the pictures. Which of these things would you enjoy buying? Where would you buy each of them? Would you buy any of them online?
- 2 How should teenagers pay for each of these things? Choose from options a–c.
 - a from money given to them by their parents when it is asked for
 - b from a weekly allowance given by their parents
 - c from money they have worked for and earned themselves

Reading and Use of English | Part 2

- 1 Work in groups. You are going to read an article about shopping in the UK. Before you read, discuss these questions.
 - What are the advantages and disadvantages of shopping online?
 - Why is it a problem for a town when local shops have to close?

2 Read this article in one minute ignoring the gaps. What does the writer say are the advantages of using local shops and shopping online?

Shopping online versus shopping locally

Most people want a busy shopping street (0) in their town with butchers, bookshops, boutiques, cafés and restaurants, (1) makes it depressing to see so many shops becoming vacant. Experts predict that (2) to 40% of shops will be forced to close in the next five years.

No one wants to see their high-street shops disappear, (3) why would people want to shop locally? Internet shopping sites offer discount prices along with 24/7 shopping and deliveries. (4) to a recent report, some products, such as toys, are as (5) as 60% cheaper online.

Local shops should be more (6) clubs which provide personal service and social relationships, and each shop should be seen (7) something unique. To meet this need, in some parts of the world shops shut for hours during the day, then do excellent business in the evening, when they aim to give customers (8) more satisfying experience than they would ever have from shopping online.

3 Work alone. Decide which word best fits each gap. Where you are not sure, think of the type of word (preposition, article, etc.) you need. When you have finished, compare your ideas with the rest of the group.

4 Work in pairs.

- Do you or members of your family ever buy things online? If so, what are your favourite websites for online shopping?

Exam advice

- Answer the questions you find easy first. Go back to the more difficult questions later.
- Pay careful attention to the meaning of the text to help you think of the right word.
- Read to the end of each sentence before deciding what the missing word might be.
- Answer all the questions. If you can't decide what word to write, think what type of word you need (preposition, pronoun, etc.) and guess.
- When you have finished, check your answers by reading the completed text again.

Grammar as and like

1 Look at these sentences (a–c) and answer the question below.

- a Tom has two jobs: he's a teacher and a football referee. As a teacher he's very easy-going, but as a referee he's really strict.
- b Mark is a social worker, but he spends so much time with young people that sometimes he feels like a teacher.
- c Shops should be more like clubs which provide personal service and social interaction, and each should be seen as something unique.

Which, as or like, means ...

- 1 he is / they are (a teacher / something unique, etc.)?
- 2 he is similar to / they are similar to (a teacher / club, etc.)?

→ page 163 Language reference: as and like

2 Complete these sentences by writing *as* or *like* in the gaps.

- 1 He has a weekend job a shop assistant.
- 2 He was regarded by his teachers one of the most brilliant students they had ever taught.
- 3 Tanya's father gave her a car for her 18th birthday she'd done so well in her exams.
- 4 I find subjects physics and chemistry very difficult.
- 5 I shall be on holiday next week, you know.
- 6 I'm afraid I don't study much I should.
- 7 I'm speaking to you a friend.
- 8 My English teacher is lovely. She's a mother to me!
- 9 Several cities in Switzerland, such Zurich and Berne, have reputations excellent places to live.
- 10 How embarrassing! Donna came to the party wearing exactly the same clothes me!



Reading and Use of English | Part 5

- 1 Work in groups. You will read a story called 'My greatest influence' written by a teenager from Texas. Before you read, discuss these questions.
 - Who or what has had the greatest influence on you?
 - How have they / has it influenced you?
- 2 Read the story quite quickly to find out what happens.

My greatest influence

By Rachel S., Colleyville, Texas

Sundays, I walk to the supermarket. Mother hands me the grocery list and puts money in my pocket, hoping it will be enough. She's had a hard day, and I've had a hard week. Nothing out of the ordinary happens when I get to the store. I grab the bread, some milk, and other things on the list. As I turn to head out, I see it, all pinks and yellows. It looks gorgeous in the window, and I'm sure if I were to try it on, it would be a perfect fit. I smile for a moment and turn away, bitter that I could never own such a dress as that. Instead, I grab the last item and check out.

Outside, traffic zooms by, an artificial breeze across my face. The sun beats down, making me sweat. These paper sacks in my arms are not the easiest things to carry. Yet, even with all these distractions, I cannot stop thinking about that pretty sundress in the window of the market. It is not fair that I can never have what I want. I work so hard to help my family and yet I get nothing in return, just another grocery list or errand to do.

In my anger, I fail to realize the tear that had been growing along the bottom of one of the sacks. Its contents spill out everywhere so that I must drop everything else just to chase after the soup cans and apples rolling across the sidewalk. Suddenly, I see a pair of hands that do not belong to me. They hold out to me a can of green beans. I follow them up the forearms, from the shoulders, and to the face of this stranger. His skin is tanned and wrinkled from so many years in the sun. His clothes are mismatched, borrowed or stolen. But his eyes are soft and kind.

I pause in silence, only able to stare at him. "Huh ... thanks," I say, coming to my senses, and I take the can from him. No other words are spoken as he continues to help me recover my purchases and get back on my feet. There is an awkward silence between us. Not knowing what else to say in this sort of situation, I tell him "thank you" one more time and am on my way because I have many



other chores to finish. Suddenly, he speaks for the first time, and all he says is "Have a good day, ma'am." And then he gives me the biggest, most gap-toothed smile I have ever seen. Right then, he looks years younger—and I feel a fool.

Look at me, feeling sorry for myself because I do not get what I want! Do I not think others are in the same boat, or worse? I am but one person out of the billions that exist on this earth, so who am I to think that I deserve more than I already have?

To say that I try to follow the example of just one person would be to oversimplify things. The human character is much more complex than that. Just as our world is shaped by many different outside sources, so, too, have I been influenced by many familiar and unfamiliar faces.

It is not a matter of who, but what, has been the greatest influence in my life. I do not wish to be that homeless man on the street, for he has taught me with one genuine smile that my life is enough, and that there are worse things out there than not having a pink and yellow sundress. But it is his selfless character that continues to mold me.

My mother will hand me the grocery list today. I will make the same journey to the supermarket, and most likely, I will get the same items as last time. And I will probably see something I want but cannot have. But before I start to feel sorry for myself, I will remember the kind stranger with the gap-toothed grin, I'll grab the last item, and check out.

Source: [www.teenink.com 'My Greatest Influence'](http://www.teenink.com/My-Greatest-Influence)

3 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What impression do we have of Rachel in the first paragraph?
 - A She enjoys doing the family shopping.
 - B She comes from a family with not much money.
 - C She never buys herself new clothes.
 - D She is in a hurry to get home.
- 2 She feels angry as she walks home because
 - A she is expected to do too much.
 - B she dislikes the area where she lives.
 - C her family pay little attention to her.
 - D she is not rewarded for her effort.
- 3 Rachel only speaks briefly to the man who helps her because
 - A she thinks he has a criminal past.
 - B she has never met him before.
 - C she doesn't like the way he's dressed.
 - D she's in a hurry to do other work.
- 4 What does Rachel mean by 'others are in the same boat' in line 43?
 - A She has similar ambitions to other people.
 - B She deserves to be treated the same as other people.
 - C She lives in similar circumstances to other people.
 - D She can share her problems with other people.
- 5 Who, according to Rachel, has had the greatest influence on her?
 - A the homeless man
 - B her mother
 - C many different people
 - D her family as a whole
- 6 Which of these phrases best summarises the lesson Rachel has learned?
 - A She shouldn't complain about her situation.
 - B She shouldn't envy other people.
 - C She can be poor but happy.
 - D She should value her family more.
- 4 To understand a text, you often need to understand exactly what the writer is referring to at different points in the text. Which noun phrase (a or b) does each of these words/phrases refer to?

- 1 it (line 2)
 - a the grocery list
 - b the money

- 2 it (line 6)
 - a the list
 - b the dress
- 3 these distractions (line 14)
 - a the traffic, the sun, the sacks
 - b the dress, the window, the supermarket
- 4 everything else (line 21)
 - a the other sacks
 - b the spilled contents
- 5 them (line 25)
 - a the soup cans and apples
 - b the hands
- 6 him (line 30)
 - a the stranger
 - b a friend
- 7 others (line 43)
 - a other people
 - b other strangers
- 8 that (line 49)
 - a following the example of just one person
 - b oversimplifying things
- 9 what (line 52)
 - a a familiar face
 - b one genuine smile

Exam advice

- The answers to the questions come in the same order in the text, so, for example, you will locate the answer to question 2 after question 1.
- The final question may refer to the whole passage: in this case, consider the general message, but also skim the text for words which support your choice.

5 Work in groups.

- Do you think Rachel was right to feel angry that she couldn't have the dress? Why? / Why not?
- If they can afford it, how much pocket money should parents give their children at these ages: 13, 15 and 18? Why?
- What is the best age for young people to have their own bank account? When should they have their own credit card?
- Should young people be encouraged to save? Why? What for?
- Do you think teenagers should earn some of the money they need by doing housework or taking a part-time job? Why? / Why not?



Vocabulary

arrive, get and reach

1  Candidates often confuse *arrive*, *get* and *reach*. Circle the correct word in *italics* in each of these sentences. Then check your answers by reading the definitions on page 185.

- 1 Nothing out of the ordinary happens when I *arrive / get / reach* to the store. I grab the bread, some milk, and other things on the list.
- 2 The plane was late taking off and has only just *arrived / got / reached*.
- 3 When they *arrived / got / reached* the top of the mountain, they were unable to see anything due to the thick cloud.

2 Complete these sentences with *arrive*, *get* or *reach* in the correct form. In some cases, more than one answer may be possible.

- 1 Stop writing when you have 190 words.
- 2 The traffic was so bad that they didn't to the concert till after it had started.
- 3 She's driving home and she'll phone me when she there.
- 4 What time do you normally to school in the morning?
- 5 When they at the hotel, they went straight to their rooms.
- 6 When you the end of the road, turn left.

3 Complete the sentences below with an adverb / adverbial phrase from the box to form collocations with *arrive*.

finally in time on time safe and sound shortly unannounced

- 1 Mum was worried that we might have an accident because of the snow, but we arrived home , much to her relief.
- 2 Sandy was late for the refreshments, but he arrived to hear the speeches.
- 3 The airline has a great reputation for punctuality, with 90% of flights arriving
- 4 The train that will be arriving at Platform 13, just two minutes after its scheduled time, is the Orient Express from Paris.
- 5 Uncle Kamal arrived in the middle of lunch, so we had to set an extra place for him at the table.
- 6 We were very late because of the traffic and when we arrived, the shop was closed.

Listening | Part 4

1 Work in pairs. You are going to hear a student interviewing two teenagers about a new shopping centre they've been researching for a school project. Before you listen, why do many people prefer shopping centres? Make a list of your ideas.

2  Listen to the interview once. How many of your ideas from Exercise 1 do they mention?

3 Read questions 1–7. How many can you answer already?

- 1 Where is the shopping centre situated?
 A in the city centre
 B on the edge of the city
 C in the countryside
- 2 The location was chosen because
 A it would not harm the environment.
 B it was easy to get permission to build there.
 C it was easy for people to reach.
- 3 What is the main attraction of the shopping centre?
 A It's a convenient place to do the shopping.
 B It's attractive to the whole family.
 C It offers high-quality goods at low prices.
- 4 Kerry particularly enjoys the shopping centre's
 A feeling of luxury.
 B good security.
 C friendly atmosphere.
- 5 Salim says families argue when they go shopping because
 A they don't enjoy the same things.
 B they can't agree on what to buy.
 C they find each other's company stressful.
- 6 How are the shops organised?
 A Each shop in the centre chooses its own location.
 B Each section of the centre has a variety of shops.
 C Similar shops in the centre are located near each other.
- 7 What innovation does Salim describe for making shopping easier?
 A electric vehicles
 B moving walkways
 C automatic delivery systems

4 Listen again. For questions 1–7, choose the best answer (A, B or C).

5 Work in pairs. Do you have shopping centres like this one in your country? Do you / Would you enjoy shopping in places like this?

Exam advice

You have one minute to read the questions before you listen.

- Read the main part of each question carefully first.
- If you have time, go back and read the options for each question.

Vocabulary

Phrasal verbs

1 Match the phrasal verbs (1–12) from Listening Part 4 with their definitions (a–l).

1 take over	a attract
2 pull in	b collect, or to go and get, someone or something
3 cater for	c do less of something or use something in smaller amounts
4 hang around with	d go into a place or visit for a short time
5 chill out	e have to deal with a problem
6 be up to	f make someone extremely tired
7 pop into	g provide what is wanted or needed by someone or something
8 wear out	h spend time with someone
9 cut down (on)	i suggest or think of an idea or plan
10 come up against	j take control of / occupy
11 come up with	k be doing something
12 pick up	l relax completely

2 Use one of the phrasal verbs from Exercise 1 in the correct form in each of these sentences.

- 1 Chantal the brilliant idea of selling her old clothes in the market on Saturday.
- 2 I'm spending far more than I can afford. I'll really have to the amount of shopping I do.
- 3 My dad asked me to the post office and post a parcel for him.
- 4 It's an enormous music shop which all musical tastes from classical music to heavy metal.
- 5 Melanie doesn't like her parents, so she's gone shopping on her own.
- 6 Shopping in Oxford Street us , so we decided to take a taxi back to the hotel.
- 7 This new film is so popular that it has been huge audiences.
- 8 They've an old building in the city centre for their new shop.
- 9 I never expected to so many problems trying to get my mobile phone fixed.
- 10 Do you want to come shopping with me? I'm going to those red shoes I ordered.
- 11 What have you ? You should have finished the shopping by now.
- 12 It's a great little café to in after a hard day at school.



Grammar

Modals expressing ability

1 Look at these sentences and answer the questions below (four sentences come from Listening Part 4).

- They could have put the shopping centre out in the country ... but they chose an area with an underground station that's also close to the motorway.
- They were able to get permission in the end.
- Everyone had to get there by car, but at least they could park easily.
- From where I'm standing I can see trees ...
- You shouldn't have jumped off the wall. You were lucky – you could have broken a leg.
- I can drive really well, even though I haven't passed my test yet.
- My mum started teaching me letters when I was very small and I could read by the age of four.
- We were able to complete the project because there was plenty of information available on the Internet.

In which sentence do the underlined words or phrases mean ...?

- It is possible (for me) to do something: and
- It was generally possible to do something: and
- It was possible but it didn't happen: and
- We managed to do / We succeeded in doing something: and

→ page 170 Language reference: Modal verbs – expressing ability

2 Circle the correct form of the verb in *italics* in each of these sentences.

- We walked all day, and at five o'clock we *could* / *were able to* reach the top of the mountain.
- I was so worried that I *couldn't sleep* / *couldn't have slept* and I lay awake all night.
- When I was a small child, I *could* / *was able to* sing beautifully, but my voice isn't so good now.
- Can *you* / *Are you able to* hear the neighbours' television? It's far too loud!
- I *could buy* / *could have bought* my tablet PC more cheaply online, but in fact I bought it from my local computer shop.
- Although the shop was very crowded, we *could* / *were able to* get the shopping done quite quickly.

3 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Mara has not succeeded in reducing the amount she spends.

CUT

Mara has not been on the amount she spends.

2 You were lucky that you did not have an accident – you were driving so fast.

COULD

You were lucky because an accident – you were driving so fast.

3 Did you manage to collect my books from the library?

PICK

Were my books from the library?

4 The shop is not able to deal with so many customers at the same time.

CATER

The shop a large number of customers at the same time.

4  Candidates often confuse *can*, *could* and *able to*. Correct the mistakes in these sentences. One of the sentences is correct.

- I can't carry everything, so I had to leave some things behind.
- I was very happy that I could meet all your friends when I visited you last month.
- I'd be grateful if you can advise me about which book to buy.
- I'm really pleased to hear that you could come to visit me next month.
- It would be much easier if we can find the information on the Internet.
- We could find the restaurant because it was advertised on the Internet and we had a nice meal there.
- We hope you'll be able to offer us a discount if we stay in the hotel for two weeks.
- We should take a trip to London and visit the many shops that could be found there.



Speaking | Part 1

1 Read these Speaking Part 1 questions and note down a few ideas you could use to answer each of them (do not write complete sentences).

- 1 What things do you enjoy spending money on?
- 2 What do teenagers in your country typically spend their money on?
- 3 Do you have a favourite shop? (Can you describe it to us?)
- 4 Is there anything you'd like to buy but can't afford?

2 **►08** Look at these descriptions of how some candidates answer Part 1 questions. Then listen to Peter and Irene answering questions 1–4 from Exercise 1 and match the candidates with the descriptions by writing P (for Peter), I (for Irene) or B (for both) by each one.

- 1 This person is not sure how to answer at first, but then gives quite a long, complete answer.
- 2 This person gives lots of other information about themselves while they give reasons for their answer.
- 3 This person gives other information about themselves as background before they answer a question.
- 4 This person gives two alternative answers as well as a combined answer.

3 Work alone. Choose three questions from Exercise 1 and three strategies for answering them from Exercise 2. Then think how you will answer the questions you have chosen using the strategies.

- When you are ready, work with a partner and take turns to ask and answer the questions you have chosen.
- While you are listening to your partner, for each answer, decide which strategy they are using and how successfully they are able to use it.

4 Pronunciation: linking (1)

To speak fluently, speakers often:

- do not pronounce the last consonant of a word. In the example, many speakers would not pronounce the final 't' in *but*.
- link the last consonant of the word to the word which follows when it begins with a vowel. In the example below, many speakers would link the final 't' of *didn't* to *answer* so that the 't' sounds as if it begins the word *answer*.

1 **►09** Listen to these example sentences.

He understood but didn't answer.
I like eating and talking.
I don't often buy clothes and shoes.

2 **►10** Look at and listen to the answer to question 2 and notice how the speaker:

- 1 does not pronounce the crossed-out letters
- 2 joins the words indicated with _.

I think it really depends because girls and boys typically spend their money a bit differently. I guess girls spend more money on clothes and magazines, while boys spend more money on music and things like football matches. In general though, I think both boys and girls spend a lot of money just going out to places and having a good time.

3 When can we:

- 1 not pronounce the final letter of a word?
- 2 link a word to the following word?

4 Work in pairs. Take turns to read the answer in Exercise 2 aloud, sentence by sentence, in the same way.

5 **►11** Look at this answer to question 3 and:

- underline the final consonants you think the speaker won't pronounce
- mark with a _ the words you think the speaker will link.

Then listen to check your answers.

Hmm, I'd have to think, because I'm not too keen on shopping, actually. Um, there is one shop I really enjoy going to. It's one of a chain of sports shops and what I really like about it is just to wander round and see all the clothes and equipment they sell. I see things for sports I don't do, but I'd like to try and that gives me the idea that one day I could try the sport, when I can afford the clothes and equipment I mean.

6 Write your own answer to one of the questions in Exercise 1 and cross out the final consonants you shouldn't pronounce and indicate the words you should link with a _. Then work with a partner and take turns to read your answers.

5  12 Listen to Irene and Peter each answering the examiner's question below.

- 1 Which strategy (1–4) from Exercise 2 do Irene and Peter use?
- 2 Which answer do you prefer? Why?



What's shopping like in the area where you live?



6 Work in pairs. Look at the questions below and the words in the box. Which words could you use to help you answer the questions?

a bargain a brand competitive a consumer
a counter a debit card to purchase the sales
in stock / out of stock unavailable

- What is shopping like in the area where you live?
- Tell us about a shop you've visited recently. Why did you go there?
- Which shops in your area are the most attractive? Why?
- What's the best time of year to go shopping in your town?
- Tell us about something you really enjoyed buying.
- Do you prefer buying things in shops or online? Why?

7 Now take turns to ask and answer the questions.

Exam advice

- Practise by working in small groups, asking and answering questions about your personal life and interests. Make sure you choose topics that involve using a range of tenses.
- Don't go to the exam with memorised answers, as you will lose marks for not responding naturally. However, you can prepare by thinking about the vocabulary to describe your life, your studies or work, the neighbourhood where you live, etc.
- Look at the examiner while you're speaking and try to sound confident.

Writing | Part 2 A review

1 Look at this writing task and underline the key points you must deal with.

You see this announcement on your town's website for visitors.

We want visitors to our town to enjoy themselves. Is there a place in or near our town where people your age really like meeting up and having a good time? Write a review of the place, describing what type of place it is, what people can do there, how to find the place, and why you particularly recommend it.

Write your **review**.



2 Work in groups.

- If you're from the same town, discuss which place you can review and what information and ideas you can use to deal with the points you've underlined in Exercise 1.
- If you're from different towns, take turns to tell each other about the place in your town that you would review and recommend.

- 3 Work alone and write a plan for your review. Then compare your plan with a partner's.
- 4 Read Eva's answer and write notes to complete her plan below.

Cinecity

Cinecity is an entertainment complex just outside my town where thousands of young people go to meet their friends and have a good time on Saturdays and Sundays. Apart from a dozen cinemas screening the latest films, there are cafés, fast-food restaurants, a gym and a bowling alley.

The cinemas are popular and offer a range of films to suit all tastes, although I have the impression that most people prefer the other facilities, which give them the opportunity to talk and do activities together. In fact, you'll find the karaoke bar is one of the liveliest spots because, even if you've never done it before, you'll be encouraged to pick up the microphone and sing to a live audience.

Cinecity is several kilometres from the town centre, but don't worry if you don't have a car because it's still easy to get there by public transport. In fact, taking the underground is probably the best way to avoid the heavy traffic at weekends.

Cinecity is a great place for anyone under the age of 25 because it has such a variety of things to do that you are sure to have a great time. What is more, you can buy a ticket with a discount to several different activities, so you'll have lots to talk about afterwards.

Plan

Para. 1:

Para. 2:

Para. 3:

Para. 4:

You will get higher marks in the exam if you write longer, more complex sentences.

- 5 Study how Eva uses the highlighted words or phrases. Then join these sentences using the words in brackets and making any other changes which are necessary.

- 1 Funtime is a theme park near my town. Young people go there in groups at weekends. They want to have thrills and relax together. (where)
Funtime is a theme park near my town where young people go in groups at weekends to have thrills and relax together.
- 2 There are three roller coasters. There is a tunnel of horrors, a terror swing and many other rides. (apart from)
- 3 The theme park is quite expensive. It's well worth the entrance fee. This includes all the attractions. (although, which)
- 4 One of the best attractions is a waterslide. You need to bring a swimsuit. You slide more than 100 metres into a bubbling pool. (if, where)
- 5 Funtime is about ten kilometres from the town centre. You don't have a car. You can get there by bus. (but, if, don't worry, because)
- 6 You can take the bus. You can avoid parking problems. (in fact, is probably the best way to)
- 7 I would recommend Funtime. There is a huge variety of attractions. Everyone who goes there will be entertained. (because, such, that)
- 8 You can get a weekend pass. This is an entrance ticket for the whole weekend. You will have time to visit every attraction. (what is more, which, so)

- 6 Write your own answer to the writing task in Exercise 1.

- Before you write, think how you can use the highlighted words in Eva's answer in your own writing.
- Use as many as possible.
- Write between 140 and 190 words.

Exam advice

- Think about who will read your review and what information they want to know.
- Write a plan thinking about each of the things you want to describe and in what order.
- Decide what recommendation you are going to make and include it in your answer.

Vocabulary and grammar review Unit 9

Vocabulary

1 Circle the best word from the words in *italics*.

- 1 Sheila spent / passed her holiday painting her room.
- 2 The new law will cause / have an impact on the way teenagers spend their free time.
- 3 Air travel causes / makes a lot of pollution.
- 4 People play with their mobile phones to spend / pass the time when there's nothing more interesting to do.
- 5 Patricia studied really hard all weekend, but it had / caused no effect on her final result in the exam.
- 6 I had such a good time at Sandra's party that it caused / made me happy for the rest of the week.
- 7 I stayed / spent six hours doing homework for my English class last weekend.

Grammar

2 Look at the photos and question for Speaking Part 2. Then complete the sentences in the next column from Patricia's answer by writing words and phrases from the box above them.

What do the people enjoy about these free-time activities?



appear to both could just look look as if
may be might be doing it perhaps very different

The first photo shows two young people doing archery. They (1) taking part in a competition, or they (2) be practising, I'm not sure. They (3) as part of a traditional activity in their country or because they enjoy the sport.

The second photo shows a (4) situation. In this photo, there are two middle-aged or older people playing the piano together. They (5) very happy and relaxed.

The teenagers in the first photo (6) be enjoying themselves because they're having to concentrate hard in order to hit the target or win the competition. On the other hand, in the second photo, the people (7) they're just enjoying each other's company and (8) they're not taking the music too seriously. In (9) photos, the people are enjoying doing things which need a lot of practice to do well.

3 Complete this dialogue between two friends by putting the verbs in brackets into the correct form.

Andy: Why won't Stephen answer his mobile phone?

Nigel: He (1) (must / switch) it off while he was in class and forgotten to turn it back on again.

Andy: He (2) (can't / turn) it off because he didn't have a class today – his teacher is ill.

Nigel: Well, he (3) (may not / hear) it, or he (4) (could / leave) it at home. Try ringing again. He (5) (might / answer) this time. Anyway, why do you want to call him?

Andy: I want to remind him about the party we're going to tonight. He (6) (might / forget) – you know what he's like.

Nigel: He (7) (can't / forget) – he was talking about it all yesterday and he was so excited!

Vocabulary and grammar review Unit 10

Vocabulary

1 Read the text and decide which answer (A, B, C or D) best fits each gap.

According to recent research, teenagers are very (0) to price. They hunt for (1) and consider high prices a personal insult. They plan their shopping and do not just (2) into shops and buy on impulse. Interestingly, parents have a lot of (3) both over how much teenagers spend on clothes and what they buy, even if the teenagers have (4) the money themselves from a part-time job; in short, teenagers worry about their parents' reaction to the clothes they (5) Shops operate in a highly (6) environment, so they make sure to (7) for young people's tastes by having a wide range of fashion clothes in (8) at any one time.

0 A sensible	B <u>sensitive</u>	C affected	D considerate
1 A values	B cheapness	C bargains	D decreases
2 A jump	B pop	C enter	D pass
3 A impact	B importance	C pressure	D influence
4 A earned	B won	C gained	D acquired
5 A invest	B achieve	C purchase	D obtain
6 A competent	B competitive	C contested	D combative
7 A offer	B cater	C sell	D supply
8 A stock	B shelf	C place	D existence

Grammar

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Manu didn't succeed in completing the crossword.

ABLE

Manu off the crossword.

2 We need to use less paper.

AMOUNT

We need to cut paper we use.

3 Katya found the climb so tiring that she fell asleep at the top.

WORN

Katya the climb that she fell asleep at the top.

4 Pierre was unable to suggest an answer to the problem.

COME

Pierre an answer to the problem.

5 Did you manage to collect Paz from the station?

PICK

Were you from the station?

6 When Alexis reached the cinema, the film had finished.

GET

Alexis did not the film was over.

3 Write *as* or *like* in each of the gaps.

When my grandfather left school at the age of 14, he got his first job (1) an office assistant. In those days, he was extremely thin, (2) he wasn't paid very much and couldn't afford to eat a lot. But he was in the same situation (3) a lot of boys at that time, (4) most children left school at that age and had to look for a job. I have one or two photos of him from that time, and he looks just (5) me, but thinner! When he grew older, he worked at all sorts of things, such (6) reporting for a local newspaper and working (7) a part-time mechanic. (8) many people of his generation, he worked hard all his life, but he always found time for the things he enjoyed, (9) walking in the country or spending time with his grandchildren. I hope I'll be (10) him when I'm an old man!

11

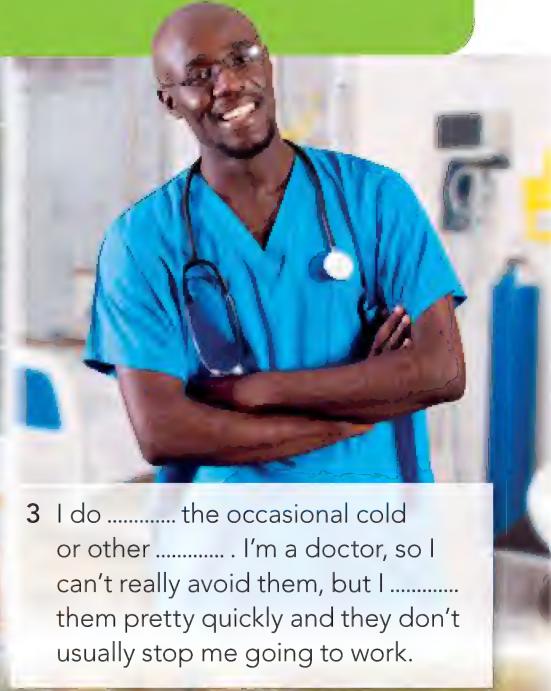
Medical matters



1 Here I am, in my 80s and still quite – I mean I go shopping, visit my friends and go to the cinema when I want to. What more can you ask for?



2 I do an hour's in the morning before going to college, and in the evening I usually have time for a couple of hours' sport, so I really think I'm very fit.



3 I do the occasional cold or other I'm a doctor, so I can't really avoid them, but I them pretty quickly and they don't usually stop me going to work.



4 I visit the doctor regularly once a year for a Once or twice I've needed for something she's found, but it's never been anything very serious.



5 I never go to the doctor and in fact I don't even know my doctor's name. I'm lucky, I've never had a day's in my life.



6 I'm very careful to eat a – only a little meat and plenty of fresh fruit and vegetables – and I'm careful about not weight, so I do a reasonable amount of exercise as well.'

Starting off

1 Work in pairs. Complete what each of the people says about their health by writing the words or phrases from the box in the gaps.

active balanced diet catch check-up get over
illness infection putting on treatment workout

2 13 Work in pairs. Listen to the first part of what each speaker (A–F) says about their health and, when you hear the 'beep', predict which extract (1–6) from Exercise 1 comes next.

Example: A 2

3 14 Now listen to the complete extracts to check your answers to Exercises 1 and 2.

4 Work in pairs.

- Which speaker do you think has the healthiest lifestyle?
- Which speakers say something you agree with? Why?

Listening | Part 3

1 You are going to hear five people talking about a visit to their family doctor. Before you listen, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 3? Circle the correct option in *italics* in these sentences.

- 1 You listen to *four / five* speakers and you must choose the statement which best summarises what they say from *seven / eight* options.
- 2 Before you listen, you should *read and think about the meaning of each option / read through the options, then wait patiently for the listening to begin.*
- 3 The speaker will *express the same idea / use exactly the same words* as in the question.

2 Match the words and phrases (1–9) with their definitions (a–i).

1 cure	a an injection to prevent someone getting a disease
2 diagnose	b piece of paper on which a doctor writes that a patient is ill and has permission not to go to school or work
3 examination	c say what medical treatment someone should have
4 heal	d recognise and name the exact character of a disease or a problem, by making an examination
5 prescribe	e use drugs, exercises, etc. to cure a person of a disease or heal an injury
6 sick note	f when a doctor looks at a patient carefully in order to discover the problem
7 surgery	g make someone with an illness healthy again
8 treat	h make or become well again, especially after a cut or other injury
9 vaccination	i a place where you can go to ask advice from or receive treatment from a doctor or dentist

3 15 Now listen and tick ✓ the words and phrases from Exercise 2 as you hear them.

4 Listen again. For speakers 1–5, choose from the list (A–H) what each speaker says about their visit. Use the letters only once. There are three extra letters which you do not need to use.

- A I wasn't given enough attention by the doctor at first.
- B I was told by the doctor that I needed to relax.
- C I was irritated by what the doctor said.
- D I wish I hadn't gone to the doctor at all.
- E I felt better after the visit.
- F I asked for a specialist to deal with my problem.
- G I agreed with the doctor's diagnosis.
- H I arrived late for my doctor's appointment.

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

5 Work in pairs.

- What can people do when they are unhappy with their doctor?
- Which do you think is more important: dealing with the medical problem or treating the patient well?



Reading and Use of English | Part 6

- Work in groups. You will read an article about studying medicine. Before you read, discuss these questions.
 - What attracts young people to become doctors?
 - How do you think studying medicine might be different from studying other subjects at university?
- Read the article carefully, ignoring the gaps. Note the subject of each paragraph in the margin as you read.



What's it like to study medicine?

Dr Fred Clough recounts his experience

How
studying
medicine
is
different

Medicine isn't quite like other degrees. I spent the first three years studying and attending lectures on anatomy, cell biology and pathology (what happens when the body goes wrong).

I found when I got to medical school that I was required to memorise far more than I had had to at secondary school and put in far longer hours, especially around exam time.

As well as the lessons and lectures, I had individual weekly classes with my tutor, who also gave me work to do. 1 These classes soon became a high point in my week. We used to spend the hour discussing such things as the properties of different medicines or the topic of an essay whose title was *Doctors can learn more medicine from treating patients than from studying textbooks. Do you agree?* 2

In my final year, I studied for an extra degree in Physiological Sciences. I was also able to pursue areas of interest, which in my case included neuroscience, and take supplementary modules in the history of medicine and pharmacology. Most universities now expect you to do some academic research as well. However, I felt incredibly lucky that I had the opportunity to work in laboratories where I rubbed shoulders with Nobel Prize winners. 3

As a clinical student, in other words as a student in a hospital, my timetable changed dramatically. I was expected to dress smartly, as

I spent every day with patients as a functioning part of a medical team. 4 These included surgery, medicine, dermatology, neurology and many more.

I moved to a London hospital for my clinical training, and had some very memorable experiences, such as delivering my first baby and visiting a prison psychiatric ward. 5 I was permitted to walk into any ward or any operating theatre and observe, learn, ask questions and speak to patients, whereas practising doctors are all rushed off their feet. Students can often take time to really investigate a patient's condition more deeply, and may even be able to inform the doctors and nurses of some very important detail that has been overlooked and which might lead to the patient being misdiagnosed. 6 Everyone teaches each other at whatever level, and now I also help secondary-school students who are preparing entrance exams for the top medical schools.

Medicine is a very time-intensive degree. However, being thrown in at the deep end of some of the most challenging situations I have ever been in, and having to deal with patients from all areas of life, continues to inspire me and satisfy me on a daily basis.

Adapted from *The Independent*



Exam advice

- Read the text, looking carefully at the information before and after each gap.
- After choosing a sentence, underline the words before and after the gap which tell you the sentence fits. This will help you to make sure you have chosen the right sentence.

Vocabulary

Idiomatic expressions

It's important to be able to guess the meanings of idiomatic expressions from the context.

Match the highlighted expressions 1–7 in these extracts from Reading and Use of English Part 6 and Listening Part 3 with their definitions a–g below.

What did we use to do
on the occasions when
we didn't play chess?
Who are 'we'?

A And on other occasions we used to just play chess.
B Now, as a working doctor, who is expected to do certain jobs by certain times, I appreciate that while I was studying medicine, I had the opportunity to do many things I would not have time for now.
C On average, four weeks was spent rotating around each of the different specialties across the three years.
D The culture within medicine is that each team member's input is respected, and the team itself is hugely valued.
E And although I was expected to work extremely hard, most of the work was enjoyable.
F These well-known people would always be more than happy to answer questions in the corridor, or reply to an email that requested more information about their subject.
G This usually consisted of writing an essay on a topic related to my studies.

1 I had the opportunity to work in laboratories where I (1) rubbed shoulders with Nobel Prize winners.
2 ... practising doctors are all (2) rushed off their feet. Students can often take time ...
3 ... (3) being thrown in at the deep end of some of the most challenging situations I have ever been in, and having to deal with patients from all areas of life continues to inspire me ...
4 I've been (4) feeling a bit off-colour for some time now and I've been to the doctor several times to try to (5) get to the bottom of it.
5 I'd been coughing and sneezing all week and (6) feeling very under the weather.
6 I must say she looked a bit (7) taken aback, but then she got up from her desk and came and gave me a really thorough check-up.

a be very busy
b feel slightly ill
c meet and spend time with
d start something new or difficult without help or preparation
e discover the truth about a situation
f feel ill
g surprise or shock someone so much that they do not know how to behave for some time



3 Work in pairs. Six sentences have been removed from the article. Underline words which may refer to something in the article and discuss what they may refer to.

4 Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

5 Work in pairs. Would you like to study medicine? Why? / Why not?

Grammar

Relative pronouns and relative clauses

1 Complete these sentences from Reading and Use of English Part 6 by writing one word in the gaps. In some cases, more than one answer may be possible.

- 1 I had individual weekly classes with my tutor, also gave me work to do.
- 2 We used to spend the hour discussing such things as the properties of different medicines or the topic of an essay title was *Doctors can learn more medicine from treating patients than from studying textbooks*. Do you agree?
- 3 I had the opportunity to pursue areas of interest, in my case included neuroscience ...
- 4 I had the opportunity to work in laboratories I rubbed shoulders with Nobel Prize winners.
- 5 Students may even be able to inform the doctors and nurses of some very important detail has been overlooked.

→ page 172 Language reference: Relative pronouns and relative clauses

2 Read these sentences. Which contain defining relative clauses? Which contain non-defining relative clauses? Write D for defining or ND for non-defining after each sentence.

- 1 The village where I go for my holidays has a very healthy climate.
- 2 Mrs Altmeyer, who you met on the train, is a nurse.
- 3 The children who you've been talking to all go to the same school.
- 4 Have you still got the book which I lent you?
- 5 My physical education teacher, who was an Olympic champion, says that exercise is essential for good health.
- 6 Students who eat a good breakfast often do better at school.

3 In which of sentences 1–6 above could you use *that* instead of *which* or *who*?

4 In which sentences could you omit *who* or *which*? Why?

5  Candidates often make mistakes with relative pronouns. Each of these sentences contains one wrong word or one extra word. Find and correct the mistakes.

- 1 Judy goes to the swimming club it's near the central station.
- 2 Frank has a brother his wife is in hospital with a broken leg.
- 3 She's a student of yoga, that is done by thousands of people in this country.
- 4 Can I read that essay which you wrote it last week?
- 5 Gaby's friends, who you met them this morning, are going to the beach this afternoon if you want to come.
- 6 I'm afraid I can't understand that you are saying.
- 7 Aziz lives in a large house which it has a view of the sea.
- 8 Mandy supports the football team which it won the league last year.



6 Join these sentences using a relative clause.

- 1 Did you see the film? They broadcast it on television last night.
Did you see the film (- / that / which) they broadcast on television last night?
- 2 He studied hard for his maths exam. He found it quite easy.
- 3 The man is a taxi driver. They sold the car to him.
- 4 Could you give me the newspaper? You were reading it earlier.
- 5 That white house over there is the house. He was born there.
- 6 Where's the envelope? I put the money in it.
- 7 Every morning, I go running in the park with Patricia. You know her brother.
- 8 Karen and Teresa are on holiday in the Caribbean at the moment. We're looking after their dog.



Reading and Use of English | Part 3

1 Read this extract from Reading and Use of English Part 6 and choose the best answer to the question below.

... some very important detail that has been overlooked and which might lead to the patient being misdiagnosed.

What does *misdiagnosed* mean?

- a diagnosed badly or wrongly
- b not diagnosed at all

2 Now read these two sentences and answer the questions below them.

He unlocked the front door and walked in.

1 What does *unlock* mean?

- a lock something wrongly
- b open something which was locked

The football competition was so disorganised that no one knew what time their team had to play.

2 What does *disorganised* mean?

- a not organised
- b organised wrongly

3 Which prefix, *mis-*, *un-* or *dis-*, has a different meaning from the other two?

4 Complete these sentences using the negative form of the verb given in capitals. Remember to use the correct form of the verb.

- 1 Could you help me the button on the back of my dress? **DO**
- 2 I know the news will you, but we are unable to offer you the job. **APPOINT**
- 3 If you the equipment, it will probably break. **USE**
- 4 The knot was so tight that he couldn't it. **TIE**
- 5 Accommodation is a word which many students **SPELL**
- 6 I can't find my keys anywhere. They seem to have just **APPEAR**
- 7 This isn't a complete check-up, so you needn't get – just take off your shirt. **DRESS**
- 8 I'm afraid you must have been ; there's no concert here tonight. **INFORM**

5 **EP** Add a prefix *un-, dis-, in-, im- or mis-* to form opposites of these words. In some cases, more than one answer may be possible.

ability agreement appear aware certain experienced formal happiness helpful honest like patient predictable reliable satisfied understand

6 **EP** For questions 1–8, read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Before you decide which word, decide what type of word you need (adjective, noun, etc.), whether you need a negative form, a plural form or the correct form of a verb.

Is there a doctor on board?

You're on a plane in mid-air. You

(1) **undo** your seatbelt and begin to relax when you hear an (2) announcement: 'Is there a doctor on board?' **DO EXPECT**

As we all know, air travel can be an extremely stressful experience, especially after going through airport (2) checks.

Studies of airline passengers reveal that we all (3) worry that we or another passenger may have a (4) problem far from a hospital at a (5) of 10,000 metres.

Well, now Lufthansa, the German airline, has made the (6) that on 80% of its flights, there is in fact a doctor amongst the passengers. Having previously obtained the doctor's agreement, when there's a medical emergency on board, one of the cabin staff will discreetly ask for his or her (7) It is hoped that in the future, this system will avoid making the other passengers (8) when these situations arise.

SECURE

OCCASION MEDICINE

HIGH

CALCULATE

ASSIST

EASY

Exam advice

Check:

- whether nouns need to be singular or plural
- whether a prefix – positive or negative – is needed
- that verbs are in the correct form.

Be careful to spell your answers correctly.

Speaking | Part 2

1 Complete the table below with these phrases for getting out of difficulties in the Speaking paper. (You can use them in any part of the paper.)

Phrases for getting out of difficulties

I can't think of the word, but it's a type of ...
 I'm not sure how to say it, but it's used for ...
 I'm sorry, what I meant was ...
 Let me think ...
 No, I mean ...
 What I want to say is that ...
 What's the word?
 Sorry, I mean ...

When you need time to think	When you can't think of the word	When you've made a mistake

2 16 Work in pairs. Listen to Antonia doing Speaking Part 2 and then complete the checklist on the right.

How important is each activity for staying healthy?



The candidate ...	yes	no
1 spoke for the complete minute or until the examiner said 'Thank you'		
2 compared the photos and spent roughly equal time on each		
3 answered the examiner's question clearly with his/her opinion		
4 gave (a) reason(s) for his/her opinion		
5 found ways of explaining things when he/she didn't know a word		
6 corrected his/her mistakes		
7 sounded interested and enthusiastic about what he/she was saying.		

3 Work in pairs. Look at the examiner's follow-up question to different candidates and their answers. Then answer the questions below.

Examiner: Now, which activity would you prefer to do?
Miguel: I'd prefer to go cycling, because I'm not very good at cooking and I really enjoy making—I mean doing physical exercise. I find cycling in the city quite exciting, but if I can, I'd rather cycle in the country because it's less polluted.

Peter: Making salad is better because the other is dangerous.

Nikolai: Oh, I think cycling is very good for the health, even in the city, and also it's important to have a healthy diet because you know what they say: we are what we eat!

- 1 Who do you think gave the best answer: Miguel, Peter or Nikolai? Why?
- 2 Match what the examiner might be thinking with each candidate's answer:
 - a 'Did he listen to my question? He isn't answering it at all!'
 - b 'This is a good answer: two or three sentences, he corrects himself and he uses a variety of vocabulary.'
 - c 'Too short! He hasn't used much language and he's not really answering the question!'

Exam advice

- If you can't think of a word, explain what the thing is used for or what it looks like.
- Try to use vocabulary relevant to the topic.
- If possible, avoid hesitating too often.

4 Pronunciation: intonation (3)

We tend to use more intonation on stressed words than on unstressed words.

- 1 **17** Work in pairs. Look at this extract from Antonia's answer. Underline the words you think she stresses. Then listen to check your answers.

OK, so both photographs show people doing things which might be good for their sanity, sorry, I mean their health. In the first photo I can see someone who looks as if he's, um, what's the word, he's commuting by bicycle in busy traffic.

- 2 **18** Listen to the extract with two different intonations.
 - In which version, a or b, does the speaker sound more certain and confident?
 - Does the voice rise or fall on the final stressed word in each sentence? What does this show?
- 3 Take turns to read the extract in Exercise 1 aloud. Your partner should say whether your intonation is more like version a or b.
- 4 **19** Decide which words will be stressed in these two extracts. Then listen to check your answers.
 - a I'd say there are some problems with the idea of health in the first photo because of the danger from the traffic, especially because he's cycling in the night, I mean the dark, and the, um, I can't think of the word, but it's a type of smoke which comes from the cars.
 - b On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, sorry, a balanced diet, not just salad and fruit.
- 5 Does the speaker sound more certain and more confident in extract a or b? Why? Take turns to read these extracts aloud.

- 5 **20** Work in pairs.

- Student A: Listen to the examiner's instructions and do the Speaking Part 2 task in Exercise 2.
- Student B: Listen and complete the checklist in Exercise 2 for your partner. When your partner has finished, give feedback.

- 6 **21** Now, Student B should listen to the examiner's follow-up question and answer it.

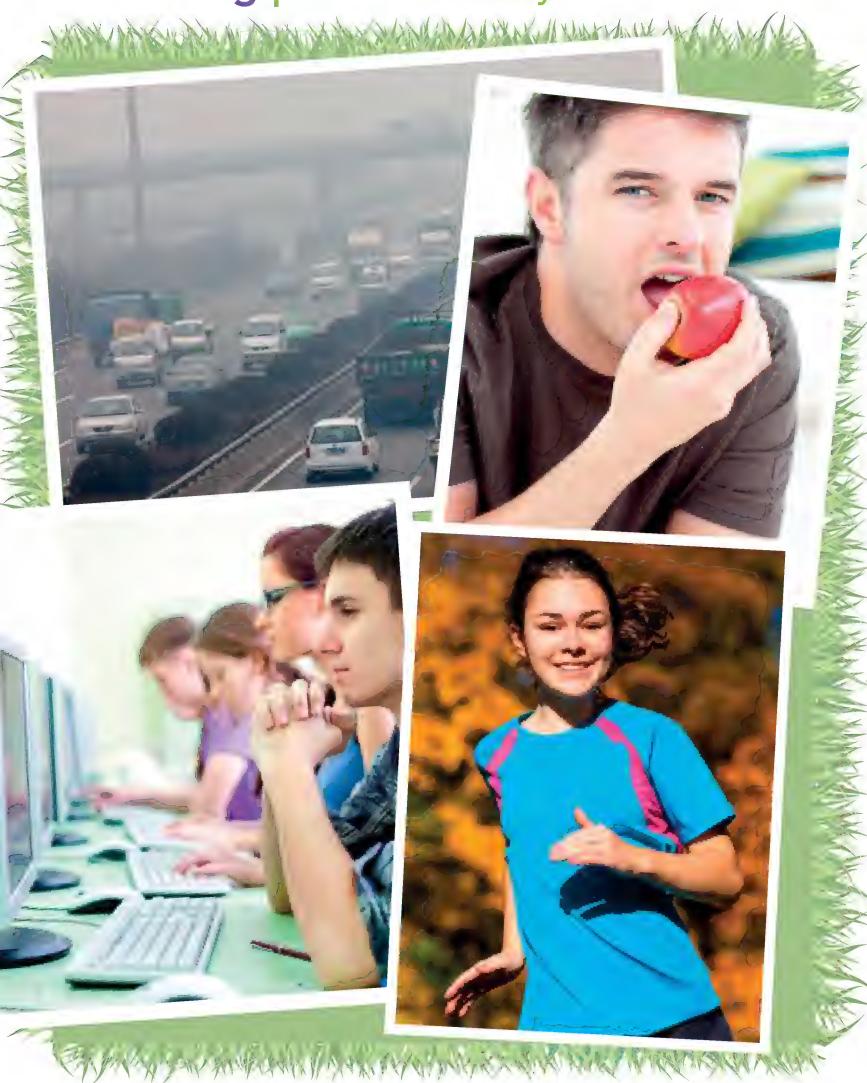
- 7 **22** Work in pairs. Student B should listen to the examiner's instructions and do this task. Student A should complete the checklist in (Speaking) Exercise 2 and give feedback at the end.

Why is it important for these people to deal with their problems?



- 8 **23** Now Student A should listen to the examiner's follow-up question and answer it.

Writing | Part 1 An essay



1 Work in groups. Look at this discussion question. Discuss and note down at least three healthy or unhealthy aspects for each discussion point (a–e). When you have finished, change groups and report what your group decided.

Do you think modern lifestyles are healthy or not?

Talk about:

- a the environment and health
- b diet
- c work activities
- d information, e.g. about exercise, diet
- e free-time activities.

2 Work in pairs. Read the writing task in the next column.

- Underline the main ideas in the task.
- Decide which points from your discussion you would include in your answer and write a plan.

In your English class, you have been talking about whether modern lifestyles are healthy or not.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Modern lifestyles can seriously endanger our health. Do you agree?

Notes

Write about:

1. food
2. physical activity
3. (your own idea)

Write your **essay**.

3 Work in pairs. Discuss what the strong points and weak points of this essay are. Then say what comments you would write at the end if you were this student's teacher.

It seems strange that although we know a lot about how to live healthily, many people continue to do things which may be harmful to their health.

There are many parts of our lifestyles which enable us to live healthily. For instance, we all know about the importance of eating a balanced diet and taking regular exercise. Moreover, in rich countries we have easy access to good-quality fresh food and suitable sports facilities, so it should be easy to adopt healthy living habits.

However, there are things which prevent people from having a healthy lifestyle. For example, industry and traffic have led to serious environmental pollution. What is more, we spend a lot of time sitting down, and this often means we have less time for activities which keep us fit. For example, there are many people who spend many hours sitting in front of computers working, studying, or playing computer games. In addition, many people do not eat the right sort of food.

4 Work in pairs. Read these concluding paragraphs and decide which one is most suitable for the essay in Exercise 3. Why?

- 1 All in all, I believe that we have to find ways of living which are as healthy as possible. Also, I think people should try to drive more carefully.
- 2 In conclusion, I would agree with the statement because although we have plenty of opportunities to follow a healthy lifestyle, in practice we often choose a less healthy alternative.
- 3 To summarise, modern lifestyles have good and bad aspects, but the lifestyle we choose depends on us. However, often our health depends on factors which we cannot control.

5 Match each of these teacher's comments (a–c) to one of the concluding paragraphs in Exercise 4.

- a A good brief final paragraph where your opinion is clearly stated and you summarise the main arguments of your essay.
- b This concluding paragraph doesn't seem to sum up the arguments you expressed in the main part of the essay, but it sums up other arguments. What a pity, because it's well written!
- c You're giving an opinion which is not exactly connected with the essay question. Also, your final sentence introduces a new argument which hasn't been dealt with in the main part of the essay, so it's not really a conclusion.

6 If you're not sure how to begin a paragraph, you can begin with a sentence which:

- says what the paragraph will contain
- relates the paragraph to the previous paragraph.

Look at the opening sentences (a and b) from the sample answer in Exercise 3.

- 1 What will each paragraph contain?
- 2 Which word relates one of the paragraphs to the previous paragraph?
 - a There are many parts of our lifestyles which enable us to live healthily.
 - b However, there are things which prevent people from having a healthy lifestyle.

7 Write opening sentences for paragraphs which will contain:

- 1 three advantages of living in the country
- 2 some disadvantages of living in the country
- 3 reasons exercise is important
- 4 dangers of taking too much exercise.

8 Work in groups. Discuss whether you agree or disagree with the essay question in Exercise 9. You can talk about:

- diet
- sport and exercise
- free-time activities.

9 Do this writing task. Write between 140 and 190 words. Before you write, make a plan. When you write, you can use the essay in Exercise 3 as a model.

In your English class, you have been talking about how interested young people are in health and fitness.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Young people generally don't pay enough attention to their health and fitness. Do you agree?

Notes

Write about:

1. physical exercise
2. other habits which affect health
3. (your own idea)

Write your essay.

Exam advice

- Your concluding paragraph should summarise your opinion and the reasons for it.
- Don't include new arguments or ideas in your final sentence because you won't be able to support them with reasons or examples.
- Be careful not to spend too long on Part 1, or you won't have time to do Part 2 well.



Starting off

Work in pairs.

Imagine you are planning an article for your college magazine on the importance of animals in our lives. First, discuss what role each animal in the photos plays in our lives and how these roles benefit people.

Then decide which two photos would be best for the magazine article.

Listening | Part 1

1 Work in pairs. Before you listen, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 1? Circle the correct option in *italics* in each of these sentences.

In Listening Part 1:

- 1 you hear six / eight extracts; the extracts are on *the same subject* / different subjects.
- 2 you hear each extract once / twice.
- 3 you read and hear / read but don't hear the question before the extract.
- 4 you should underline the main idea *in the question only* / *in the question and each of the options*.
- 5 you should answer while you listen / after you have heard the whole of each piece.



2 24 You are going to hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C). As you hear the question, underline the main idea.

1 You overhear a conversation between two women about animals. Which animal does she think her family will choose?

- A a cat
- B a dog
- C a horse

2 You hear part of a television programme about zebras. What does the presenter say about their appearance?

- A All members of a family of zebras have the same stripes.
- B Zebras can recognise each other by their stripes.
- C Male and female zebras have similar stripes.

3 You overhear a conversation between a boy and a girl about birds in the girl's garden. How does the girl's mother feel about birds?

- A She enjoys watching them.
- B She likes feeding them.
- C She worries about them.

4 You overhear part of a conversation in which a girl and a boy are talking about dogs. What is the boy doing?

- A recommending having a dog
- B complaining about his dog
- C suggesting where to keep a dog

5 You hear a woman giving part of a lecture about animal rights. She says zoos

- A are no longer necessary in modern times.
- B should only be for endangered species.
- C should be closely supervised.

6 You hear a girl talking about some animals she worked with. When she was with them, she felt

- A frightened.
- B relaxed.
- C strange.

7 You hear a boy talking about hippos. What does he say about them?

- A They are more dangerous than he previously thought.
- B They often attack people for no reason.
- C They are easily frightened.

8 You hear a woman talking to her husband about a circus. She is talking to him in order to

- A make a suggestion.
- B make a complaint.
- C remind him of something.

Vocabulary

avoid, prevent and protect; check, control, keep an eye on and supervise

1 Candidates often confuse the following words: *avoid, prevent and protect; check, control, keep an eye on and supervise*. Circle the correct word in *italics* in these extracts from Listening Part 1.

1 I mean, we'd have to *check / control / supervise* her quite closely to start with to make sure she was safe. At least until we know she can *check / control / keep an eye on / supervise* it.

2 ... we really got him to *avoid / prevent / protect* us from burglars.

3 Well, all that barking might *avoid / prevent / protect* a burglary.

4 ... the more modern zoos need to be strictly *inspected* to make sure that the animals are kept in the best conditions possible. That way diseases and other problems can be *avoided / prevented / protected*.

5 I had to *check / control / keep an eye on* them as well, because they could be quite rough when playing with each other ...

2 Read the definitions on page 185. Then complete these sentences (1–10) by writing one of the words in the correct form in the gaps. In some cases, more than one answer may be possible.

1 This cream is perfect for you from insect bites.

2 Can you the children while they're in the swimming pool, please, to make sure they're safe?

3 You need to your dog, especially when you're walking with it in busy streets.

4 The new law people from building houses near the National Park.

5 There was a man who was the tickets as people walked into the stadium.

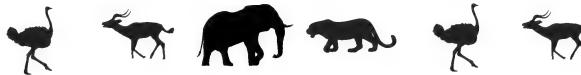
6 I think we should set out early to the worst of the traffic.

7 You ought to be wearing a hat to your head from the sun.

8 It's the chemistry teacher's responsibility to students when they're doing experiments to make sure nothing explodes!

9 Make sure you your answer for mistakes before you hand it in.

10 We should always respect the forces of nature because we will never be able to them.



3 Complete each of the sentences below with an adverb/verb collocation from the box in the correct form.

avoid ... at all costs check ... carefully
 closely supervise heavily protect
 narrowly avoid properly protect strictly control
 successfully prevent

- 1 Ben the bear from attacking them by making a lot of noise.
- 2 Juan an accident when a dog ran in front of the car.
- 3 Rhinos are an endangered species and need to be by game wardens.



- 4 The number of visitors to the game reserve is to avoid upsetting the animals.
- 5 Tourists visiting the park need to be to make sure they don't go near the wild animals.
- 6 When it rains heavily, you should crossing the river , as the current can be very strong.
- 7 You need to your route on the map before you start, as you could easily get lost.
- 8 The camp is with a high fence and an alarm to prevent dangerous animals from getting in.

Grammar

Third conditional and mixed conditionals



1 Look at this sentence from Listening Part 1 (extract 7) and then decide whether the statements (1–3) are true (T) or false (F).

If he hadn't reacted quickly, the hippo would have killed him.

- 1 The man reacted quickly.
- 2 The hippo killed him.
- 3 The speaker is talking about the past.

2 Now look at these sentences and answer the questions below.

- a I think if they'd had more acrobats, we'd have enjoyed the circus more.
- b I think if they had more acrobats, we'd enjoy the circus more.

Which sentence (a or b) ... ?

- 1 means: They don't have enough acrobats, so we don't enjoy the circus very much.
- 2 means: They didn't have enough acrobats, so we didn't enjoy the circus very much.
- 3 has this form: if + past simple, would + infinitive
- 4 has this form: if + past perfect, would have (been/done/enjoyed, etc.)
- 5 is second conditional (see pages 54–55)
- 6 is third conditional
- 7 has the same form as If he hadn't reacted quickly, the hippo would have killed him in Exercise 1

→ page 165 Language reference: Conditionals – third conditional

3  Candidates often make mistakes with tenses in third conditional sentences. Complete each of these sentences by writing the verb in brackets in the correct form.

- 1 If Martin had concentrated on his work, he (*finish*) it earlier.
- 2 If I (*know*) that the train was going to be so late, I (*catch*) an earlier one.
- 3 If there had been a swimming pool in the garden I (*go*) swimming in it.
- 4 John could have spoken to Emma if the phone (*not be*) broken.
- 5 We wouldn't have become friends unless you (*sit*) next to me on the school bus.
- 6 If you had been there, you (*enjoy*) yourself, too!
- 7 Sorry! I (*not make*) so much noise if I'd known you were asleep.
- 8 We (*not hear*) the burglar downstairs unless the dog had barked.

4 Work in pairs. Answer these questions in any way you like.

- What would have happened if you'd got up an hour later this morning?
- Where was the last place you went on holiday? What would you have done if you hadn't gone on holiday there?
- What was the last exam you passed? What would have happened if you'd failed the exam?

5 If you want to talk about past and present time in the same conditional sentence, you can combine second conditional with third conditional. Look at these two extracts from Listening Part 1. Which part of each sentence (a or b):

- is second conditional, and which part is third conditional?
- refers to present time and which part refers to past time?

- 1 Probably, **if we lived in a safer area,** ^a
they wouldn't have bought a dog. ^b
- 2 **I'd be happier,** ^a
if my parents had bought a house in the country. ^b

→ page 165 Language reference: Conditionals – mixed conditionals

6 Complete these sentences by writing the verb in brackets in the correct form (second or third conditional) in the gaps.

- 1 My dad doesn't have a car, so he didn't drive me to my dancing lesson yesterday. If my dad (*have*) a car, he (*drive*) me to my dancing lesson yesterday.
- 2 Katie feels nervous about the test because she didn't study last weekend. If she (*study*), she (*not feel*) nervous about the test.
- 3 Our dog barks too much, so we didn't take him on holiday with us. If our dog (*not bark*) so much, we (*take*) him on holiday with us.
- 4 Karl was very rude to me, so we are no longer friends. If Karl (*not be*) so rude to me, we (*still be*) friends.

7 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Marcelo often misses school, so his teacher did not let him go on the school trip.
ALLOWED
If Marcelo went to school more often, his teacher to go on the school trip.
- 2 We were late leaving home, so we missed the concert.
EARLIER
If we , we would not have missed the concert.
- 3 I did not ask my geography teacher any questions in class because she is quite frightening.
LESS
If my geography teacher was asked her some questions.
- 4 Franz did not understand because the guide spoke too quickly.
MORE
If the guide , Franz would have understood.

Reading and Use of English | Part 1

- 1 Work in pairs. You will read a short article by someone who worked in a circus. Before you read, discuss these questions.
 - Are circuses popular in your country? Why? / Why not?
 - What other traditional forms of entertainment are popular in your country? Why?
- 2 Before doing Reading and Use of English Part 1, answer the questions in the Exam round-up box.
- 3 Read the article quickly without paying attention to the gaps. What animals do Nell and Toti have in their circus?

My sister's circus

My sister and brother-in-law, Nell and Toti, (0) ...own... a circus. It is (1) Giffords Circus, and it tours some of the loveliest parts of south-west England. Circuses have always been a part of Nell's life, even when we were children. When she (2) Toti, she had already worked in (3) circuses in Britain and Europe. She had ridden elephants, but what she really (4) for was a circus of her own. If the word 'circus' (5) you of clowns and lions, think again. The show is (6) on traditional travelling circuses and aimed at a rural (7)

There are no wild animals, but horses play a leading role in performances, which are a mixture of theatre, dance, traditional circus acts and clowns. I had visited Nell at the circus a lot, but this time I was going to (8) the summer there.

Adapted from the *Daily Telegraph*

Exam round-up

How much do you remember about Reading and Use of English Part 1? Complete the information below with these words and phrases.

eight after all the questions the text quickly you have finished the options

- 1 There are questions in this part. You must choose A, B, C or D.
- 2 Read before attempting the questions.
- 3 Read the words before and the gaps carefully.
- 4 Try all in the gaps before deciding.
- 5 Read the text again carefully when
- 6 Answer

- 4 For questions 1–8, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A belong	B keep	C <u>own</u>	D possess
1 A called	B known	C named	D titled
2 A encountered	B knew	C met	D saw
3 A few	B number	C plenty	D several
4 A desired	B longed	C wanted	D needed
5 A recalls	B recollects	C remembers	D reminds
6 A based	B built	C put	D set
7 A spectator	B public	C viewer	D audience
8 A be	B pass	C spend	D stay

- 5 Work in pairs.

- Many people think it's cruel to use animals in circuses. Do you agree?
- Do you think it's cruel to keep animals in zoos? Why? / Why not?



Grammar

wish, if only and hope



1 Read these sentences (a–f) and answer the questions (1–8) below.

- a My aunt has a white cat, and I wish I had one too.
- b I wish the dog next door wouldn't bark, especially at night.
- c I wish it had made some kind of scratch on my skin to show my friends.
- d If only I was back in Italy!
- e We get quite a variety of birds at this time of year. I always hope the cats don't get them.
- f I hope you enjoy your holiday and have good weather!

- 1 In which sentences is the speaker talking about something in the present?
- 2 In which three sentences is the speaker saying he/she would like the present situation to be different?
- 3 In which sentence is the speaker complaining about an activity which is annoying?
- 4 What tenses are possible after *wish* and *if only* when referring to present time?
- 5 In which sentence is the speaker talking about something which happened in the past?
- 6 What tense is used after *wish* (and *if only*) when referring to past time?
- 7 In which sentence is the speaker talking about something in the future?
- 8 What tense can be used with the verb after *hope* when we talk about the future?

→ page 180 Language reference: *wish, if only and hope*

2 Candidates often confuse *wish* and *hope*.

Read these sentences and decide when *wish* is used correctly and when you should use *hope*. If you think a sentence is correct, write *correct*.

- 1 It was lovely seeing you and I wish to see you again very soon in my house.
- 2 Going to the theme park together was great and I wish you enjoyed the experience.
- 3 I wish I'd visited you last summer when I had the chance.
- 4 I'm looking forward to having news from you soon and I wish you have a good time in New York.
- 5 My neighbour's children are always shouting; I wish they wouldn't be so noisy.
- 6 The performance was really good but I wish more people will come next time.
- 7 I don't get many letters from you and I wish you'd write to me more often.
- 8 We wish you enjoy your stay at our hotel while you're here in Tokyo.



3 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 It's a pity I can't cook well.
BETTER
I wish I cook.
- 2 I regret not studying harder when I was at school.
STUDIED
If only when I was at school.
- 3 I want the neighbours to stop making so much noise.
MAKE
I wish the neighbours noise.
- 4 What a pity that they cancelled the match!
CALLED
If only they the match.
- 5 I'm sorry you didn't meet my brother.
WISH
I my brother.

Reading and Use of English | Part 7

1 Work in pairs. Before you read, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 7? Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

- 1 In this part, there are 12 questions.
- 2 You have to match the questions with different texts or different parts of a text.
- 3 You should read the text(s) carefully before you read the questions.
- 4 You should underline the main ideas in the questions.
- 5 If you can't find an answer, leave the gap blank.

2 Work in groups. You will read a newspaper article about people who have been attacked by animals. Before you read, discuss these questions.

- Are there any dangerous wild animals in your country?
- What do you think you should do if you see a dangerous animal?

3 Now read questions 1–10 carefully and underline the main idea in each.

Which person

didn't immediately realise he'd been injured?	<input type="checkbox"/> 1
was unwilling to injure the animal?	<input type="checkbox"/> 2
believes his behaviour caused the attack?	<input type="checkbox"/> 3
gave advice which was ignored?	<input type="checkbox"/> 4
was with people who lacked the knowledge to help him?	<input type="checkbox"/> 5
was considered to have missed an opportunity?	<input type="checkbox"/> 6
regrets the result of his encounter?	<input type="checkbox"/> 7
thinks he might not have been injured at another time of day?	<input type="checkbox"/> 8
was happy at first to see the animal which later attacked him?	<input type="checkbox"/> 9
was surprised to eventually escape?	<input type="checkbox"/> 10

4 Now read the article and, for questions 1–10, choose from the people (A–D). Each person may be chosen more than once.

5 Work in pairs. What should people do to protect themselves when they are in places where there are dangerous animals?

Surviving an animal attack

No matter how well prepared you are as a traveller, animals can still attack you. Our advice? Keep your distance!



A Colin Bristow

I was working as a safari guide in Botswana with four American clients. There was a sudden movement to my left, and a charging elephant crashed through some small trees less than 20 feet away. I always brief my clients that you should never take your eyes off a dangerous animal or show signs of fear or panic. I turned to face it and was immediately knocked over by one of the clients screaming 'run, run' at the top of his voice. I landed on my back between the exposed roots of a large acacia tree. My backpack tangled with one of the roots so that I couldn't move. The elephant was kneeling over me smashing his thick trunk into the roots on either side of my body. Elephants have poor eyesight and this may have been what saved me. I managed to free myself from my backpack and I ran for my life hardly daring to believe that the elephant wasn't chasing me.

B Chris Haslam



I was camping on a beach in Mexico. It was sunset and I was walking along the coast looking for firewood when I noticed a dead cactus which was perfect for the fire. I bent to lift it and perhaps because of the fading light, failed to notice the danger. I felt

the slightest prick against my middle finger, which I thought I'd brushed against a cactus spine. It was a scorpion. The pain was intense and sudden. By the time I arrived back at camp, my lips were numb and I was shaking. In the absence of qualified medical opinion, my companions carried on with their game of cards.

The next morning, I showed the sting to a local.

'Did you play cards with the others last night?'

'Course not,' I replied. 'I was too ill.'

He raised his eyebrows. 'Too bad. Scorpion stings are very lucky, *muchacho*.'



C Baz Roberts

On our penultimate night on the Arctic ice as we were returning from the Pole, I was just falling asleep when Paul's voice woke me: 'Guys, there's a bear in the camp. I'm serious!' I leant forward on my knees to unzip the tent door. Directly in front was a polar bear about ten metres away. It heard the sound of my tent zip and turned to face me, all 600 kilos or so of him.

Due to melting ice, the polar bear's habitat is under threat and may one day disappear. As an intruder in their fragile world, I wanted to avoid causing it any harm. I started screaming and waving my arms. When he got about one metre away, I threw a large jar of coffee powder into the bear's face. If he hadn't turned and walked off at that moment, we wouldn't have survived.

D Zebedee Ellis (aged six)

I was at a zoo and dinosaur park with Mummy and Daddy two years ago. I had eaten about 400 tons of ice cream and now I wanted to see more animals. In a large open area next to a pond, daddy saw some big fat pelicans, all full of fish. 'There you are!' he said. 'Some animals for you to annoy.'

I was very pleased and danced up and down in front of them. Then one big pelican tried to eat my T-shirt. I think it went for me because I was moving around so much and that made it nervous, but I really wish it had made some kind of scratch on my skin to show my friends.

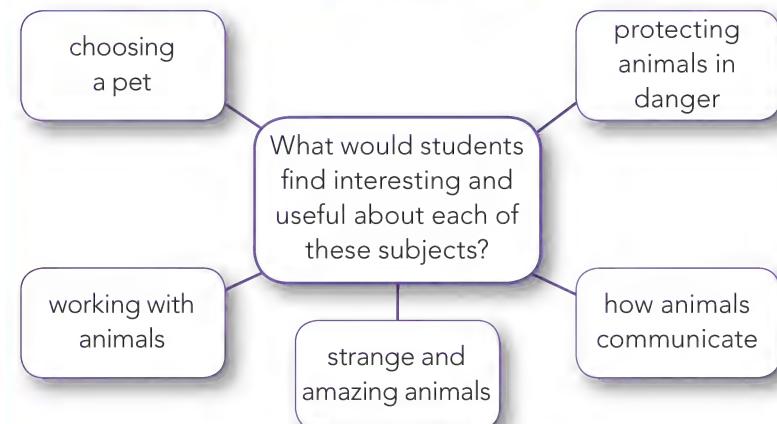


Adapted from the Sunday Times

Speaking | Parts 3 and 4

1 25 Work in pairs. Look at the speaking task below and listen to Miguel and Irene doing the task.

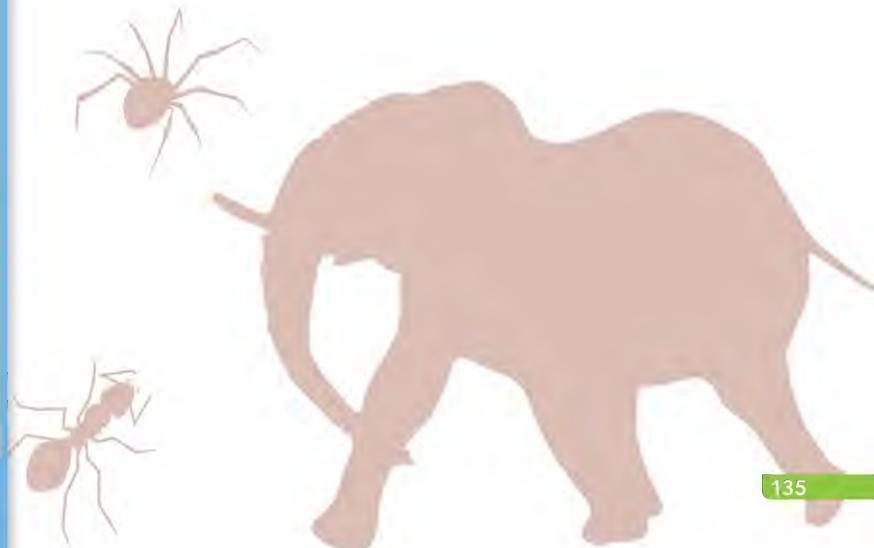
- 1 What is going wrong?
- 2 What can Irene do to put things right?



2 26 Now listen to Miguel and Irene doing the task again. What phrases does Irene use to interrupt?

3 Work in pairs. Do the speaking task in Exercise 2, but take turns playing the role of a very talkative student and a student who wants to interrupt.

4 27 Now listen to the examiner and do the second part of Speaking Part 3.



5 28 Part 4 questions are on topics related to Part 3. Listen to Irene answering two Part 4 questions.

- 1 Which of these strategies does she use?
 - She just gives her opinion.
 - She expresses a range of ideas, but doesn't say which she agrees with.
 - She summarises other people's opinions, then gives her own.
- 2 Complete the table below by writing these phrases from Irene's answer in the correct column.

I'm not sure that I agree People often suggest that
 Some people say that That's a difficult question
~~I think that's true~~ That's quite interesting

comment on the question	introduce other people's opinions	say whether you agree or disagree with the other people's opinions
		I think that's true

- 3 Work in pairs. Think of two more phrases you can add to each column of the table.

6 Pronunciation: word stress (3)

We sometimes pronounce individual words differently, depending on whether we stress them or not.

1 29 Listen to these phrases from Irene's answers again and underline the highlighted words which are stressed.

That's a difficult question. Some people say that it's cruel to keep animals in zoos where they don't have the freedom that they'd have in their natural habitat.

They say that animals get stressed and can't relax, but I'm not sure that I agree. I think they can. If animals have some space, they can have a nice relaxed life in a zoo.

That's quite interesting. People often suggest that children learn to be responsible because they have to look after the animal.

I think that's true and also, from my experience, I think that it's an extra relationship which develops children's ability to love and care about the animals and the people around them.

2 Listen again and notice how the pronunciation of the highlighted words changes depending on whether they are stressed or not.

3 Work in pairs. Take turns to read the sentences in Exercise 1 aloud.

4 30 Listen to each of these sentences being read twice, once with the highlighted words stressed and once with the highlighted words unstressed. Then work in pairs and take turns to read both versions of the sentences aloud.

- Looking after animals takes time and money.
- He was very tired, I admit.
- Where were you yesterday?
- Dogs can be very noisy.

7 Work in pairs and take turns to ask and answer these Part 4 questions.



- 1 What pet do you think is most suitable for young children? Why?
- 2 How can children benefit from having an animal to look after?
- 3 Which is better: to live in the country or to live in a large town? (Why?)
- 4 Why is it important to protect animals and other wildlife?
- 5 Do you think animals should be kept in zoos? (Why? / Why not?)

Exam advice

- Answer the questions in Speaking Part 4 with your opinion backed up with an example from your own experience if possible.
- Be prepared to discuss with your partner – you will gain marks if you have a conversation rather than just speaking one at a time.

Writing | Part 2 A letter or email

1 Work in pairs. Read this exam task and discuss the questions below.

You have received a letter from your British friend, Les. Read this part of the letter.

I'm thinking of visiting your country this summer. I'd be interested in seeing some beautiful scenery. Also, we'd like to see some wildlife. Can you advise me on where to go, what to see and the best way of getting around?

Best wishes,

Les

Write your letter.

- 1 What three things must you deal with in your letter?
- 2 What advice would you give Les about your country?
- 3 What style would you use: formal or informal? Why?

2 Work in pairs. Write a plan for your letter.

3 Read Manolo's reply to Les's letter and answer these questions.

- 1 How does Manolo show that he has read Les's letter?
- 2 Has he answered all three things from the question?
What advice did he give about each?
- 3 Does he give reasons for his advice?
- 4 What style does he use: formal or informal?

Dear Les,

I'm very glad to hear that you're thinking of visiting my country this summer. You can see beautiful countryside and scenery all over the country, although it varies a lot, depending on the region.

If you want somewhere that's not usually too hot in summer, I'd advise you to go to Asturias, in the north of Spain. It's a region which has some fantastic mountains as well as green countryside and beautiful rivers. You should visit the 'Picos de Europa', which are really spectacular mountains and canyons. All the paths are clearly marked, which makes walking quite safe, and you're sure to see a lot of wildlife while you're there. You may even see bears and wolves if you're lucky!

If I were you, I'd hire a car to get around. The best idea would be to hire it online before you leave home. Make sure that you take warm clothes and a raincoat as we can have heavy rain, even in summer.

I hope you enjoy your holiday and have good weather!

Best wishes,

Manolo

4 Find and underline these ways of giving advice in Manolo's letter.

- 1 I'd advise you + infinitive
- 2 You should + infinitive (without to)
- 3 If I were you, I'd / I would ...
- 4 The best idea would be + infinitive
- 5 Make sure that ...

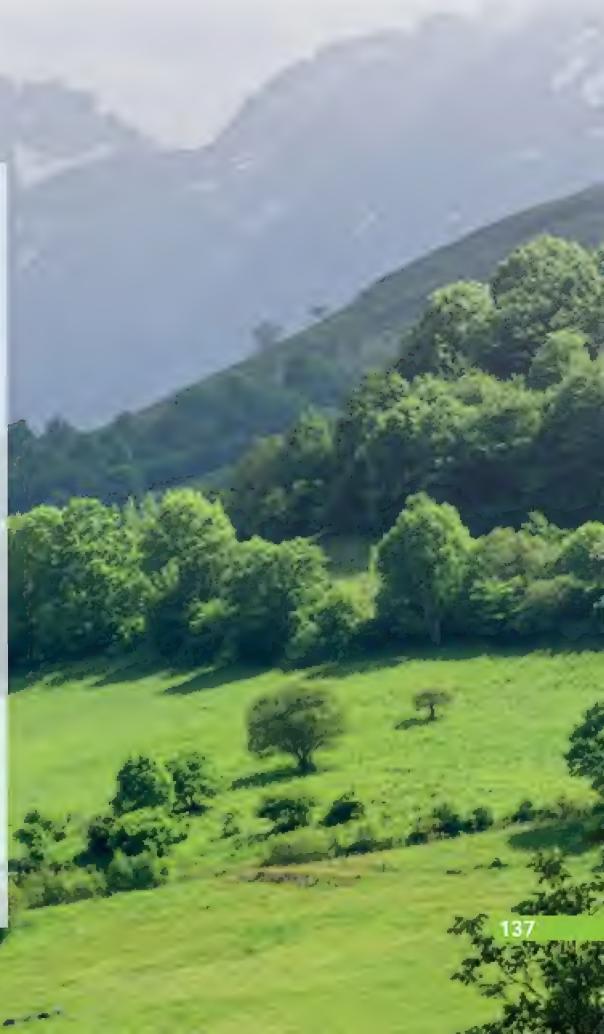
5 Write five similar sentences using each of the five phrases in Exercise 4 once to give advice to Les for visiting your country.

6 Write your own answer to the question.

- Use Manolo's letter as a model.
- Write between 140 and 190 words.

Exam advice

- If you're writing a letter/email to a friend, use an informal style with contractions.
- Start in a friendly way with a phrase like *It's good to hear from you* or *I'm glad you're thinking of coming*, etc.
- Finish with something friendly like *I hope you enjoy yourself* or *Looking forward to seeing you*.



Vocabulary and grammar review Unit 11

Vocabulary

1 Complete sentences 1–10 below with a word from the box in the correct form in the gaps.

check-up cure diagnose fit get over heal
infection prescription put on treatment

- 1 After a brief examination, my doctor that I was suffering from a slight infection.
- 2 As long as you keep the cut clean, it should on its own quite soon.
- 3 Farouk has been having in hospital following an accident he had last month.
- 4 She's spent the last two or three days in bed because of a minor she picked up at school.
- 5 I have to be quite careful what I eat so that I don't too much weight.
- 6 It's a good idea to keep by doing regular exercise – at least 40 minutes a day.
- 7 Rana's doctor has given her a for antibiotics to treat her illness.
- 8 Take this medicine. It should you in a couple of days.
- 9 You may not be very ill, but it's still worth going to the doctor for a to make sure it's nothing serious.
- 10 It took her several weeks to her illness, and she missed a lot of classes in that time.

Word formation

2 EP Complete each of these sentences by using the word given in capitals at the end of the sentences to form a word that fits in the gap.

- 1 I'm sorry about the mistake. The trouble is I the instructions. **UNDERSTAND**
- 2 My mum and dad of my friends because they make a lot of noise and don't study much. **APPROVE**
- 3 I felt very with the quality of the food at that restaurant and I'm thinking of complaining. **SATISFY**
- 4 Although she's a little , she's very keen and she tries hard. **EXPERIENCE**
- 5 Luis goes to school even when he's feeling ill because he missing lessons. **LIKE**

- 6 Even though Sandra offered to invite Toni to lunch, he was to help her with her essay. **WILL**
- 7 It feels strange and to be chatting with my teachers on Facebook. **NATURE**
- 8 We got the answers wrong because we were given information by the teacher. **LEAD**
- 9 I don't like to wear clothes even when I'm at school. **FASHION**
- 10 My aunt sent me home because she said my behaviour was in her home. **ACCEPT**
- 11 Teresa is quite , so I'm not sure if she'll turn up. **RELY**
- 12 I want to know the truth, so don't be with me. **HONEST**

Grammar

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

- 1 The boy with the broken arm is still in hospital.
IS
The boy not left hospital yet.
- 2 Did the doctor treat this injury?
ONE
Is this doctor treated?
- 3 Everyone who lives in the town Paola comes from is very friendly.
INHABITANTS
Paola comes from a town very friendly.
- 4 The teacher liked how Jan had answered the questions.
WAY
Jan answered the questions the teacher liked.
- 5 His email left us in no doubt about his opinion.
WHAT
It was clear to us his opinion was.
- 6 No one finds Chiaro's jokes amusing.
TELLS
The jokes amuse anyone.

Vocabulary and grammar review Unit 12

Vocabulary

1 For questions 1–6, read this text and decide which answer (A, B, C, or D) best fits each gap.

Due to the destruction of their natural habitats, more and more animals need to be (1) by creating nature reserves and passing laws. The laws are often designed to (2) farmers from using land where rare species live. The idea is that humans and animals (3) coming into conflict by not competing for the same land. Sometimes local people complain about losing farm land to nature reserves. However, jobs are often created for game wardens, whose job is to (4) the nature reserves to make sure everything functions correctly. Other people get jobs selling tickets to visitors, and there are also jobs for people to (5) the tickets as the visitors pass the entrance. In nature reserves containing dangerous animals, it may only be possible to visit them by car, and wardens need to (6) the number of cars entering the reserve to make sure they keep within reasonable limits.

1 A prevented	B protected	C avoided	D defended
2 A avoid	B cease	C prevent	D disallow
3 A avoid	B prevent	C miss	D fail
4 A check	B control	C prevent	D supervise
5 A check	B control	C look	D supervise
6 A check	B control	C prevent	D supervise

Grammar

2 Complete these sentences with the correct form of the verb in brackets. In some sentences more than one answer is possible.

- 1 The lions wouldn't have attacked us if they (not be) so hungry.
- 2 I wish it (be) summer – then we could go to the beach!
- 3 If my maths teacher (be) ill at the moment, we (have) a maths test yesterday.
- 4 If only you (not make) so much noise! I can't concentrate on my studies, and it's really annoying me!
- 5 I wish I (live) near the city centre. It's such a long bus ride from here.
- 6 Where's Candice? I hope she (not miss) the

train.

- 7 I wish you (speak) more clearly so I could understand you better.
- 8 I think this soup (be) nicer if I'd used a bit less salt, don't you?
- 9 I hope you (change) your shirt before we go out to the restaurant.
- 10 I know my mother wishes she (study) harder when she was my age.
- 11 We (get) to the cinema in time if there hadn't been so much traffic.
- 12 If you (eat) more breakfast this morning, you wouldn't be feeling hungry now.

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

- 1 We are lost because we did not bring the map with us.
LEFT
If we the map behind, we would not be lost now.
- 2 Magda only did the work because we gave her the money beforehand.
PAID
Magda would not have done the work unless we advance.
- 3 Even if he had worked harder, the result would have been the same.
DIFFERENCE
It would not if he had worked harder.
- 4 It is a pity I do not get on better with my brother.
RELATIONSHIP
I wish I my brother.
- 5 Sasha would like Irina to help him from time to time.
ONCE
Sasha wishes Irina a while.
- 6 Sergei is disappointed because the university rejected him.
TURNED
If the university , Sergei would not be disappointed.

13

House space



Starting off

1 Work in pairs. Match each of these types of place to live with the photos.

- a a villa
- b a chalet in the mountains
- c a block of flats with several storeys
- d a house in a village
- e a housing estate
- f a mobile home

2 Which of these things do you think are important when choosing somewhere to live? Why? / Why not?

a quiet neighbourhood a good view
 shops within walking distance a garden
 parking space public parks or gardens
 good public transport a good local school

3 Work in groups. Imagine you are going to live together for a year. Decide which type of place shown in the photos would be best for all of you.

Reading and Use of English | Part 5

1 Work in pairs. You are going to read an extract from a historical novel about a house in Venice. Before you read, look at the painting. Do you think you would have enjoyed life in 18th-century Venice? Why? / Why not?

2 Before doing Reading and Use of English Part 5, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 5? Circle the correct option in *italics* in each of these sentences.

In Reading and Use of English Part 5:

- 1 there are *six* / *eight* questions; you must choose the best option: A, B, C or D.
- 2 you should read the text quickly before reading the questions / the questions quickly before reading the text.
- 3 you should read the options before / after reading the section of text where a question is answered.

3 Read the extract quite quickly to find out why the writer thinks the house is in a good location.



My new home in Venice, 1733

Uncle Leo gives me a suspicious look when I call this place the 'Scacchi Palace'. It is really a house, called Ca'Scacchi in Venetian. Anywhere else in the world, this would surely be regarded as a palace, although it is one in need of a little care and attention.

Our house is by the side of the little San Cassian canal and a small square of the same name. We have a door which leads onto the street and two entrances from the water. One runs under a grand, rounded arch into the ground floor of the house, which, as is customary in the city, is used instead of a cellar for storing things.

10 The second is used for our commercial activities and *it* is situated in another building, which is three storeys high, attached to the north side, towards the Grand Canal.

Finally, there is yet another exit: a wooden bridge, with handrails, runs from the first floor of the house between the two river entrances straight over the canal and into the square itself. Consequently I can wander over it in the morning and find fresh water from the well in the centre of the square while still rubbing the sleep from my eyes. Or I may call a gondola from my bedroom window, find it waiting for me by the time I get downstairs and, just one minute later, be in the middle of the greatest waterway on Earth: the Grand Canal of Venice.

The house is almost 200 years old, I am told, and built of bricks of a rich dark brown colour. It has elegant arched windows and green-painted shutters to keep out the cruel summer heat. I live on the third floor in the third room on the right with a view over the canal and the square. When I lie in bed at night, I can hear the chatter and songs of the passing gondoliers and the conversations in the square nearby. I understand why Uncle runs his business here. The prices are not too steep. The location of the house is near the city centre and easy for our clients to find. Furthermore, the printing trade has many roots in this area of Venice, even if some of the old publishers from the area no longer exist.

Oh sister! I long for the day when I can show you these things instead of struggling to describe them in a letter which may take a long time to reach you in Spain! Venice is like a vast imitation of our old library at home, full of dark corners and unexpected surprises, some very close to me. Last night, while searching in the jumbled corners of the warehouse cellar, I found a single copy of Aristotle's *Poetics*, published in the city in 1502. I raced to Uncle Leo with my discovery and – now here's a victory – a smile almost appeared on his face. 'A find, boy! This'll fetch good money when I sell it down in the market.'

'May I read a little first, sir?' I asked, and felt some anxiety when I made the request. Leo has a frightening manner at times.

'Books are for selling, not reading,' he replied immediately. But at least I had it for the night, since the dealers were by that time closed.

Adapted from *The Cemetery of Secrets* by David Hewson

4 For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In what way is the house typical of Venice, according to the writer?
 - A There are several ways of entering it.
 - B People live and work in the same building.
 - C The storage area is not below ground.
 - D It consists of two separate buildings.
- 2 What does *it* refer to in line 10?
 - A the family business
 - B an entrance
 - C a floor
 - D a building
- 3 What does the writer say about his uncle's printing business in the fourth paragraph?
 - A His printing business is less expensive than others.
 - B The business has plenty of customers.
 - C There are other similar businesses in the district.
 - D It's the only printing business left in the district.
- 4 What do we understand about the writer and his sister in the fifth paragraph?
 - A They both enjoy reading.
 - B They both used to live in Venice.
 - C They write to each other often.
 - D They don't expect to see each other soon.
- 5 What does the incident with the book show about Uncle Leo?
 - A He dislikes having the writer in his house.
 - B He has a good sense of humour.
 - C He has problems with money.
 - D His main interest is making money.
- 6 In the text as a whole, the writer regards Venice as
 - A a strange and special place to live in.
 - B somewhere that could never be home.
 - C a city it's easy to get lost in.
 - D a place dominated by money.
- 5 Work in pairs. Take turns to describe a house which you have really enjoyed living in or visiting. You should each speak for about one minute.
 - Before you speak, spend a few minutes planning what you are going to say.
 - When your partner speaks, listen and think of one or two questions to ask at the end.

Vocabulary

space, place, room, area, location and square

1  Candidates often confuse the following words: *space, place, room, area, location* and *square*. Circle the correct word in *italics* in these sentences from Reading and Use of English Part 5.

- 1 Uncle Leo gives me a suspicious look when I call this *place / area* the 'Scacchi Palace'.
- 2 When I lie in bed at night, I can hear the chatter and songs of the passing gondoliers and the conversations in the *square / place* nearby.
- 3 The *place / location* of the house is near the city centre and easy for our clients to find.
- 4 Furthermore, the printing trade has many roots in this *area / place* of Venice.

2 Look at the definitions on page 185. Then circle the correct word in *italics* in these sentences.

- 1 We don't have enough *area / space* in our garden to hold the party.
- 2 I hope I will have enough *place / room* for all the things I am bringing.
- 3 Sorry I'm late. I just couldn't find a parking *place / space* anywhere.
- 4 I'm enclosing a map which shows the *location / place* of my school.
- 5 It's dangerous to go walking in a mountainous *area / place* without the correct equipment.
- 6 The animals in this zoo have a lot of *area / space* to move around.
- 7 The concert will take place in the main *square / place* in front of the cathedral.
- 8 The *area / space* of forest where they're going to build a new shopping centre is over 500 years old.
- 9 There isn't enough *place / space* to build more houses in this neighbourhood.
- 10 It's fine for you to stay at our *place*, as we've got loads of *room / place*.

3 Work in pairs. Write *area, place, room* or *space* in the gaps to form collocations, e.g. *hiding place*. Then discuss what each of them means, e.g. *A hiding place is a place to hide or to hide something*.

- 1 *hiding / market / meeting*
- 2 *floor / green / office / parking / personal / public*
- 3 *head / leg / standing*
- 4 *dining / penalty / picnic / play / reception*

4 Complete these sentences by writing one of the collocations from Exercise 3 in the gaps.

- 1 Teachers get angry when students leave their cars in their personal
- 2 If someone makes you feel uncomfortable by standing too close to you, we say that they have entered your
- 3 I love my school. It's surrounded by with lots of trees and lawns.
- 4 I'm tall, and the seats on the plane didn't have enough
- 5 There are lots of stalls in the selling fresh fruit and vegetables.
- 6 When you go to the country, it's good to find a where you can sit and eat a sandwich.

Listening | Part 2

1 Work in pairs. You are going to hear a student giving a talk to his classmates about his house, which he claims is haunted. Before you listen, do you think it's possible for houses to be haunted? Why? / Why not?

2 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 2? Say whether these statements are true (T) or false (F). If a statement is false, correct it.

- 1 In Listening Part 2, you hear a conversation.
- 2 There are eight questions.
- 3 You will need just one or two words for each gap.
- 4 You hear the actual words you need to write.
- 5 You must spell your answers correctly.
- 6 Before you listen, read the questions as quickly as possible.
- 7 When you finish, make sure your answers form grammatical sentences.



3 Now read these sentences and predict what type of information or what type of words you need for each gap, e.g. question 1 is probably *a length of time*.

Jeff has lived in the house for (1)
 He thinks his house is haunted because of the (2) which people have had there.
 His (3) saw medieval soldiers.
 Another guest saw furniture moving in the (4)
 When doing homework, Jeff has felt a person (5) him .
 His mother decided to convert the (6) into a study.
 An expert told them the house was built on the site of a (7)
 His father recently had a (8) installed.
 One of the workers saw a man with (9) on his clothes.
 His father is normally at home (10)

4  31 For questions 1–10, listen and complete the sentences with a word or short phrase.

5 Work in groups. Would you be happy to live in a house with a reputation for being haunted? Do you know of any haunted houses?

Grammar

Causative have and get

1 In Listening Part 2, Jeff describes two changes to the house. What were they? Listen again if necessary.

2 Look at these sentences and answer the questions in the next column.

1 a She turned the old garage at the back of the house into a study.
 b She had the old garage at the back of the house turned into a study.

2 a Then my dad checked the whole house.
 b Then my dad got the whole house checked by a specialist.

1 Which sentences (a or b) did you hear in Listening Part 2?
 2 Which sentences (a or b) mean ...?

- he/she did it himself/herself?
- he/she asked someone else to do it for them?

 3 In the b sentences, who do you think did these things?

 page 164 Language reference: Causative have and get

3 Complete the sentences below by writing the correct form of *have* or *get* and the correct form of one of the verbs in the box in the gaps.

cut down deliver pull out extend paint renew

1 You'll need your passport before you go to America next autumn.
 2 She went to the dentist yesterday and a tooth , so she's not feeling too well today.
 3 We're thinking of the house blue. What do you think?
 4 There's a tree hanging dangerously over the house, and I think we ought to it
 5 Our house is too small. If we could afford it, we'd it
 6 He hates cooking and all his meals from the restaurant opposite.

4 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Someone stole my bag during the bus journey.
HAD
 I I was on the bus.

2 A professional photographer is taking a photo of Stephan.
PICTURE
 Stephan by a professional photographer.

3 Marianne wants the hairdresser to change the colour of her hair.
DYED
 Marianne wants to at the hairdresser's.

4 The college rejected Pascual's application.
TURNED
 Pascual had by the college.

Reading and Use of English | Part 2

- Work in pairs. Look at the photo. Would you like to live here? Why? / Why not?
- Before doing Reading and Use of English Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 2? Complete the following sentences with the words and phrases in *italics*.

eight before and after one word ONLY general idea grammar the completed text

- There are questions in this part.
- The words you need are words: articles, pronouns, auxiliary verbs, etc. and parts of fixed phrases (e.g. *take part in*) or phrasal verbs (e.g. *make up*).
- First, read the text quickly to get a of what it's about.
- Read the gaps to decide what type of word you need.
- Answer every question with , and check your spelling.
- When you have finished, quickly read to check.

- Read this article quickly, ignoring the gaps. Do you think you'd enjoy living on a houseboat?

Living on a houseboat

When we first moved onto our houseboat on the River Crouch, there (0) a big storm. The lights swung backwards and forwards (1) though we were at sea, but in (2) of the bad weather, not a single cup fell off the shelves. In fact, in the four years (3) we moved from our small house in the town nearby, (4) anything has been broken.

The boat is huge: 20 metres long and 4 metres wide. (5) to my dad, it is about four times the size of the house we had before. The kitchen (6) up about half of the main living space and it is not separated from the rest of it, so that whoever is cooking doesn't feel left (7) Our friends often (8) round to see us after we have been to school. In the living area, there is even room for a ping-pong table.

Adapted from *The Observer*

- Now think of the word which best fits each gap. Use only one word in each gap.
- Work in pairs.
 - Do you think it's important for a house to have plenty of space? Why? / Why not?
 - What things would you like to have room for in your house? Why?
 - Would you like to live in a different place? If so, where? If not, why not?

Speaking | Part 2

1 Work in pairs. Before doing Speaking Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Speaking Part 2? Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

- 1 Each candidate must speak alone for about one minute.
- 2 You have to compare four photos and answer a more general question about them.
- 3 You should compare the photos in detail.
- 4 You should spend about half the time on the photos and half the time on the printed question.
- 5 After your partner has spoken, you will be asked a question about the same photos.

2 Work in pairs. Look at the speaking task on the right and the examiner's instructions. Then brainstorm words and phrases you could use to talk about each photo.



Here are your photographs. They show two different places to live. I'd like you to compare the photographs and say what you think it is like for the people to live in each of these places.



3 Look at these words and phrases. Which could you use with the first photo (1), which with the second photo (2) and which with both (B)?

close to nature environment fresh air
 hi-tech maintain a lifestyle occupants
 organic food a rural setting
 spend quality time social life
 sophisticated entertainment pollution

4 Work in pairs. Take turns to speak for a minute about the photographs following the examiner's instructions.

What is it like for the people to live in each of these places?



5 32 Work in pairs. Listen to Peter and Martyna doing the task, then say whether the statements on this checklist are true (T) or false (F).

Checklist		T	F
1	Peter spends a lot of time describing what he sees in each photo.		
2	He outlines the main idea of each photo.		
3	He concentrates on answering the question more than comparing the details of the photos.		
4	He compares what it would be like to live in each place.		
5	He mentions things which he thinks are similar about the people in both photos.		
6	He uses language which shows he is imagining the lifestyle in each photo.		
7	He uses a good range of vocabulary to express his ideas.		
8	He uses short, simple sentences.		
9	Martyna gives a long, detailed answer to her question.		

6 Pronunciation: linking (2)

In order to speak more fluently, you sometimes put a consonant between the first and the second word when the second word begins with a vowel.

1 **33** Listen to these extracts from Peter's answer. In the highlighted phrases, what consonant is used in the extracts to link:

a the yellow highlighted words?

- with the occupants, a family standing in the garden
- On the other hand, living in the city flat might be quite exciting

b the green highlighted words?

- where they grow their own vegetables
- Money and success in your career are not so important as being close to nature and the countryside
- which is probably busier and more stressful

c the blue highlighted words?

- Money and success in your career are not so important
- The family in the second photo must need to earn quite a lot of money

2 Work in pairs. Take turns to read Peter's phrases in Exercise 1 aloud.

3 **34** In the gaps in these sentences, write the consonant which you think can link the two words. Then listen to check your answers.

- 1 We live further.....away from the.....old town.
- 2 Does he.....ever.....answer your questions?
- 3 Our.....aunt comes to stay.....at our house just now.....and then.
- 4 Fewer.....and fewer shops in our.....area are.....open at weekends.
- 5 Many.....of you are busy.....and in a hurry.
- 6 The.....end of the story is more.....exciting than the beginning.

4 Work in pairs. Take turns to read sentences 1–6 in Exercise 3 aloud.

5 Write three or four sentences as part of your answer to the task in (Speaking) Exercise 2.

- Think about how you can link words in the sentences using consonants.
- Then work with a partner and take turns to read your sentences aloud.

7 Work in pairs. Choose either Task A or Task B. Then discuss what you can say to do the task in a similar way to Peter (see questions 2–7 from the checklist in (Speaking) Exercise 5).

8 Change partners and work with someone who chose the other task.

- Take turns to do your tasks.
- While you are listening to your partner, use questions 2–7 from the checklist in (Speaking) Exercise 5 as a checklist.
- When your partner has finished, use all the questions from the checklist in Exercise 5 to give him/her feedback.

Task A



Here are your photographs. They show people on holiday in different places. I'd like you to compare the photographs and say what you think the people are enjoying about having a holiday in these places.



What are the people enjoying about having a holiday in these places?



Task B



Here are your photographs. They show old people living in two different types of place. I'd like you to compare the photographs and say which place you think is better for old people to live.



Which place is better for old people to live?



Grammar

Expressing obligation and permission

1 Work in pairs. You will hear five students who are staying with host families while studying in Britain. Before you listen, make a list of things students who stay with a host family in your country should and shouldn't do, e.g. *You should keep your room tidy. You shouldn't come home too late.*

2 Look at these sentences and then answer the questions below.

- A *I can invite my friends to dinner sometimes.*
- B *I have to help with the housework.*
- C *I can't take food from the fridge.*
- D *I'm supposed to be back home early.*
- E *They let me borrow their car.*
- F *They won't let me do any cooking.*

1 Which phrases in *italics* have a similar meaning to:

- a *I must?*
- b *I'm not allowed to?*
- c *I'm allowed to?*

2 Which phrase (a or b) has a similar meaning to *I'm supposed to* in D?

- a *I must be*
- b *I should be, but sometimes I'm not*

3 35 Listen and, for questions 1–5, choose which sentence in Exercise 2 (A–F) best summarises what each student says. There is one extra letter which you do not need to use.

1 Miguel	<input type="checkbox"/>	4 Nikolai	<input type="checkbox"/>
2 Irene	<input type="checkbox"/>	5 Antonia	<input type="checkbox"/>
3 Martyna	<input type="checkbox"/>		



4 Which speaker said each of these sentences? If necessary, listen again to check.

- 1 I don't have to do anything around the house.
- 2 I had to buy the food and cook it.
- 3 They don't allow me to have big parties.
- 4 Apparently, I was supposed to phone to say I wasn't coming.
- 5 They didn't let me invite a couple of friends to dinner the other day.
- 6 I needn't clean the bathroom or do any shopping.

5 Work in pairs. Copy this table into your notebook. Complete it using the phrases from Exercises 2 and 4.

	obligation	prohibition	permission	no obligation
present				
past				

→ page 171 Language reference: Modal verbs – expressing obligation, prohibition and permission

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words.

- 1 'You can't go to the club,' Steve's father told him.
ALLOW
Steve's father did to go to the club.
- 2 When you do the exam, it's not necessary to copy out the question.
HAVE
You copy out the question when you do the exam.
- 3 I shouldn't wear shoes inside the house.
SUPPOSED
I off my shoes before I enter the house.
- 4 You can't enter the room marked 'Private'.
ALLOWED
You into the room marked 'Private'.
- 5 Diane wouldn't lend Celia her car.
LET
Diane refused her car.
- 6 We were not allowed to use dictionaries during the exam.
LET
They did dictionaries during the exam.

Writing | Part 2 An article

1 Work in pairs. Before working on Writing Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about how to do Writing Part 2? Put these tasks in the correct order by writing a number 1–6 by each.

- a Check what you have written, looking for specific mistakes you know you make.
- b Organise your notes into a plan.
- c Read all the questions and quickly choose the one you think you will find easiest.
- d Think and make notes.
- e Underline the things you must deal with in your answer.
- f Write your answer (140–190 words) following your plan.

2 Work in groups of three. Read this writing task and discuss the questions below.

You see this announcement in your college magazine.

My ideal home

If you could choose the type of house you would like to live in and its location, where would you live, what sort of house would it be and what features would it have?

The best articles will be published in the next issue of our magazine.

Write your article.

- 1 What would be the ideal location for your house?
- 2 What sort of house would you choose?
- 3 What features would your ideal house have?

3 Work in pairs with someone from another group.

- Take turns to give a short talk describing your ideal house.
- When your partner finishes speaking, ask a few questions to find out more details.

4 Look at the writing task again and discuss these questions.

- 1 Who will read your article?
- 2 What style would be suitable for this article?
- 3 Which of these should your article particularly use: present simple, *going to/will*, conditional? Why?
- 4 What information must it contain?
- 5 How can you make the article interesting for your readers?

5 Read the sample answer below to the writing task, ignoring the gaps.

- 1 How does this ideal home compare with your own?
- 2 Has the writer answered the question completely?

My space, my place

I dream of living in a small, stylish modern flat in a historic old building near the centre of a large city (0) ...such... as Barcelona or Bologna. What a change that would be (1) the ordinary suburban house (2) I'm living now! I could live like a sophisticated girl-about-town, dropping into art galleries, smart boutiques and street cafés with all my glamorous friends who live nearby popping in from time to time.

What would the flat be like? Well, for a start, I'd live on my (3) , so I'd be able to do (4) I wanted whenever I wanted. The flat would be hi-tech, with the heating and lighting controlled automatically, a cosy bedroom, a light, airy sitting room, and a handy little kitchen. Ideally, it would (5) a small balcony with a (6) plants where I could sit out in the sun.

I wouldn't need much space, as (7) as I had room to keep my books and clothes. (8) I had all these things, I'd be happy for years.

6 Complete this plan for the sample answer in Exercise 5 by writing the notes in *italics* below beside the correct the paragraphs.

Para. 1:

Para. 2:

Para. 3:

Advantages of ideal flat

Characteristics of flat

Conclusion: room for my things

My present accommodation

Type of flat and location

7 Complete the sample answer by writing one word in each of the gaps.



8 Work in pairs. Discuss whether these statements are true (T) or false (F).

	T	F
1	The article uses plenty of adjectives.	
2	It uses conditional tenses.	
3	The writer mentions the furniture she would need.	
4	You can tell something about the writer's personality and tastes from the article.	
5	There are plenty of relative clauses.	
6	The writer doesn't say where she lives now.	

9 Write your own article.

- Before you write, decide what features of the sample answer on the left you could also use. Then think and write a plan.
- When you write, follow your plan.
- Write 140–190 words.

Starting off

1 Work in pairs. Write one of the verbs from the box in the correct form in each of the gaps below to complete the descriptions of festivals and celebrations. Use each verb once only.

celebrate commemerate dress up gather round
hold let off march perform play wearing

- 1 We hold a festival every March to the arrival of spring.
- 2 People in our region in **traditional costumes** and then they one of our traditional dances.
- 3 People through the town in a spectacular **parade** to a famous battle.
- 4 In many parts of the town, residents **street parties**.
- 5 Bands dance music all night long.
- 6 Crowds **street performers**.
- 7 During the festival, we fireworks.
- 8 People from the town go out in the streets **disguises**.

2 Find the words and phrases in bold in Exercise 1 illustrated in the photos on this page and the next.

3 Look at the photos again. They show different events which take place during festivals.

- 1 Why do people do these different things at festivals?
- 2 Which type of activity is most enjoyable for people to watch?
- 3 Which country do you think each of the photos was taken in?

4 Take turns to talk about a festival in your town or country.

- What does the festival celebrate?
- What happens during the festival?
- Do you participate? Why? / Why not?



Listening | Part 4

- 1 Work in pairs. You are going to hear an interview with a street performer at festivals, including one called the Hat Fair. Before you listen discuss these questions.
 - What sort of things do street performers do?
 - Do you enjoy watching street theatre? Why? / Why not?
- 2 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 4? Complete the following sentences with the words and phrases in *italics*.

seven general ideas an interview underline
different words

- 1 Listening Part 4 is or a conversation between two or more speakers.
- 2 There are questions; you must choose A, B or C.
- 3 Read the questions carefully and the main ideas. These will be expressed using from the question.
- 4 Listen for as well as specific information.



3 36 Now listen, and for questions 1–7, choose the best answer (A, B or C).

- 1 Why is the festival called the Hat Fair?
A It was started by local hat-makers.
B Many participants wear hats.
C Street performers collect money in hats.
- 2 What does Max most enjoy about the Hat Fair?
A the type of audiences he gets
B the other street performers he meets
C the shows he can do
- 3 How did Max start in street theatre?
A He lost his job in a circus.
B He did it while he was at university.
C He learned it from his father.
- 4 What do audiences enjoy most about Max's act?
A the jokes
B the acrobatics
C the danger
- 5 According to Max, what makes street performers perform well?
A They earn a lot of money.
B They are paid by results.
C They enjoy their work.
- 6 What does he say is usually the main problem with street theatre?
A the weather
B the location
C the police
- 7 According to Max, how does the Hat Fair help the city?
A It attracts visitors to the town.
B It encourages people to work together.
C It helps people to relax together.

4 Work in pairs. Sometimes towns and cities discourage street theatre. Why do you think this is?





Grammar

The passive

1 The passive is formed by the verbs *be* or *get* + a past participle (*eaten*, *done*, *played*, etc.). Read the following extracts from the recording script and underline the verbs in the passive.

- I've been told the fair was only started in 1974, as a way of encouraging street performers like myself.
- A hat's passed around so that the performers can earn a living.
- They really seem to love it when they're being made a fool of by other people in the crowd.
- I actually went to quite a famous circus school in Canada as a teenager where I was taught juggling and acrobatics.
- Here we're given the main shopping street, which is fine. In other places, if you haven't got permission, you'll get moved on by the police.

2 Work in pairs. In which extracts (a–e) does the speaker do the following? (You can use the extracts for more than one answer.)

- He tells us who or what does/did the action.
In extract c and part of extract e (the police)
- He uses the passive because he doesn't know who or what does/did something.
- He uses the passive because he doesn't need to say who or what does/did something because it's obvious from the situation or context.
- He uses the passive because what happens is more important than who does it.

→ page 177 Language reference: The passive

3 Rewrite these sentences in the passive, starting with the words given.

- They founded our school in 1904.
Our school
- Someone has stolen my wallet!
My wallet !
- You won't be able to email me while they are repairing my laptop.
You won't be able to email me while my laptop
- Have you heard? They've given me a place on the course!
Have you heard? I
- If you hadn't done the work, your teacher would have told you off.
If you hadn't done the work, you

4 Candidates often make mistakes when they use the passive. Correct one mistake in each of these sentences.

- First of all, I'd like to show you a castle, which might be built in the 16th century. might have been built
- I was expecting the performer to be Danny Brook, but you didn't even mention that he was going to replace by someone else.
- I'm writing to you now because I've been told that is going to be read on the radio a short story by Agatha Christie.
- Moreover, how could we acquire a knowledge of the universe if the computer weren't invented?
- Ekaterina's story, which has already published in the school magazine, is really fun to read.
- Also, museums display many old things which have been using in the past.
- To sum up, nobody wants to be revealed their private life in public.

5 Read this text quickly to find out what happens at the Egyptian festival of Sham el Nessim.

Sham el Nessím

A large number of contemporary Egyptian traditions (1) said to have their origins in very ancient times. These include the holiday which is known (2) Sham el Nessim. This holiday may have (3) celebrated as early as 4,500 years ago. It is thought (4) have been the first festival to celebrate the beginning of the spring.

Nowadays, in the early morning of Sham el Nessim millions of Egyptians come out to crowded public parks and other open areas. Young men swim in the Nile and families generally enjoy the cool breeze of spring.

Sham el Nessim (5) also celebrated by eating traditional foods and these include salted fish, coloured eggs, sunflower seeds and raw onions. The reason for each of these foods (6) eaten is supported (7) a different myth. For example, offerings of fish are believed to (8) been made to the ancient gods and by (9) this a good harvest was ensured. Salted fish symbolised welfare to the ancient Egyptians and in ancient times fish (10) easily caught by being trapped in natural pools created by the movement of the Nile.

6 For questions 1–10, read the text again and think of the word which best fits each gap. Use only one word in each gap.

7 Look at this sentence from the text about Sham el Nessim and answer the questions below.

It is thought to have been the first festival to celebrate the beginning of spring.

1 What does the sentence mean?

- a People think that this was the first festival that celebrated the beginning of spring.
- b It used to be the first festival to celebrate spring.

2 It follows the pattern ‘subject + passive verb + infinitive’. Other verbs which can be used in this way include: believe, report, say, consider, expect. Which other two sentences in the text follow the same pattern?

3 The sentence could also be expressed as follows: It is thought that this was the first festival to celebrate the beginning of spring. How would the other two sentences be expressed using this pattern instead?

→ page 177 Language reference: The passive – the passive with reporting verbs

8 Rewrite the following sentences beginning with the words given.

1 Sham el Nessím is thought to have marked the start of the spring festival in ancient Egypt.

It is thought ...

2 Eating salted fish is known to have been a custom of the ancient Egyptians.

It is known ...

3 It is reported that five thousand people joined in the festivities.

Five thousand people are reported ...

4 It is said that our festival has the best fireworks in the world.

Our festival is said ...

9 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 People believe that the festival originated in the 18th century.

HAVE

The festival in the 18th century.

2 People expect that she will be chosen as carnival queen.

BE

She is as carnival queen.

3 The festival is said to be more popular than ever.

THAT

It is more popular than ever.

4 They think Channel 4 is the only channel which will broadcast the opening ceremony.

THOUGHT

Channel 4 the only channel which will broadcast the opening ceremony.

5 People think that Carnival is the best festival of the year.

CONSIDERED

Carnival the best festival of the year.

6 We know the festival started more than three thousand years ago.

BACK

The festival is known three thousand years.



Reading and Use of English | Part 6

1 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 6?

Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

- 1 This part of the exam will contain eight questions, including the example.
- 2 You should first read the whole text carefully to form an idea of how it develops.
- 3 Underline clues in the text while you read such as pronouns (e.g. *this, he, etc.*), adverbs which suggest something mentioned before (e.g. *the second point, however, etc.*), relationships of meaning, (e.g. *it was expected to be huge ... in fact it was tiny ..., etc.*)
- 4 Read each sentence carefully, thinking about where it could fit and looking for clues.
- 5 When you've finished, quickly go to the next part of the paper.

2 Work in groups. You will read an article about a Peruvian festival. Before you read, look at the festival in the photos.

- What do you think is happening?
- Would you enjoy a festival like this? Why? / Why not?

3 Six sentences have been removed from the article. Read the article (but not the missing sentences) quite carefully. As you read:

- think about and perhaps quickly note down the subject of each paragraph.
- underline any words and phrases before and after the gaps which may refer to the missing sentences (one has been done for you as an example).



The world's highest festival?

It felt as if we had been climbing for hours. I stopped to catch my breath as a wave of dizziness swept over me in the thin mountain air. I stood to one side of the path to let the mass of travellers with us pass. I was trekking with Marco, my guide to experience the festival of Qoyllur Rit'i which takes place at 4,300 metres in the southern Andes of Peru, a festival which few foreign tourists see.

As I looked back down the trail we had climbed and up towards where we had to go, I marvelled at the colourful sight. Entire families wearing local costumes were travelling to this unique festival from all over Peru. Among them there were old men, mothers with small babies and children all following the same route. Many of them had horses and donkeys to carry their food, blankets, cooking pots and tents. 1 Others had made their way on foot through the mountains for days to attend this remarkable event.

We continued our upward ascent for another hour and a half before reaching the Sinakara valley. There we looked down on a flat plain of open grassland crossed with streams from the glaciers and overlooked by snow-topped mountain peaks. Right across this flat piece of ground people were putting up shelters and tents of blue plastic to protect themselves from the freezing mist and rain. 2 The air of excitement, even from our vantage point more than a mile away, was palpable.

We chose a spot between two icy streams to put up our tent. While thus occupied, one of the many women dressed in the traditional costume of a wide-brimmed hat, woolly jacket, skirt and stockings came to sell us some very welcome hot soup and fish. 3

Not far away in another open market, people were buying tiny houses, cars or small pictures showing a baby or a wedding. Marco explained that these represented something the pilgrims desired. 4 This, they believed, would ensure that what they wished for would come true in the year ahead.

After dining in a makeshift restaurant and sampling the dancing and partying, we went to bed fully clothed inside our sleeping bags.

5 The ukukus, men wearing black masks and costumes, had left the encampment in the early hours to climb the nearest mountain by the light of the full moon. 6 In the dawn light, we watched them winding their way back down like a great black serpent. As they descended, they were joined by groups of dancers in bright traditional costumes. They performed wherever there was a space. Although there did not seem to be anyone organising them or any timetable, the whole festival had become a huge harmonious celebration.

4 Now choose from the sentences A–G the one which fits each gap (1–6) in the text. There is one extra sentence which you do not need to use. As you do this,

- think about how the sentence matches the subject of the paragraph
- underline words in the sentences which refer to things in the paragraph.

A From time to time during the procession, they stopped to dance on the glaciers, believing this would bring luck to their villages for the year to come.

B We were up early the next morning, the main day of the festival, despite having slept badly on the frozen ground.

C It was clear, however, from the sound of drums and singing rising from this improvised camp that the weather was not going to dampen the festival spirit.

D But just as the celebrations were reaching their climax, it began to rain and everyone ran for shelter.

E Others, meanwhile, were offering goods for purchase such as warm clothes, food, torches and trinkets by spreading them on blankets on the ground.

F Some, like me, had come by bus to Mahuayani, the nearest town, and were walking up from there.

G They would take them and bury them in the mountain.

5 Quickly read the article again with your answers to check that it makes sense.

6 Work in pairs.

- Would you be interested in visiting this festival? Why? / Why not?
- Do you think festivals in your country are more for tourists or more for local people?



Reading and Use of English | Part 3

1 Look at these extracts from Reading and Use of English Part 6 and use the word given in capitals at the end to form a word that fits in the gap. Then check your answer by looking at the text again.

1 ... a festival which few see. TOUR
 2 They were joined by groups of in bright traditional costumes. DANCE

→ page 181 Language reference: Word formation – forming personal nouns

2 EP Form personal nouns from the noun or verb given.

noun/verb	person	noun/verb	person
1 design		7 motor	
2 novel		8 comedy	
3 research		9 sales	
4 collect		10 special	
5 survive		11 refuge	
6 consult			

3 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 3?

Circle the correct option in *italics* in these sentences.

- This part contains eight / ten questions.
- Write an answer as soon as you see a gap / Read the whole text quickly before answering the questions.
- If you can't think what to write, leave the gap blank / think what type of word you need.
- Make sure you have spelled the word correctly (look at the base word you have been given) / Correct spelling is not important in this part.
- When you have finished, go to Part 4 / read the completed text again.

4 EP For questions 1–8, read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

My local festival

The (0) preparations for the festival in my town are an extremely exciting time. Months before, the (1) who work together on the committee start making all the necessary (2) and finalising the details of the processions and other (3) that are going to take place. They also keep the main (4) up to date with what is going on so that everyone knows when and where things will happen. When the festival finally arrives, it becomes virtually impossible to drive around the town because the streets are full of local people, visitors from (5) towns, and tourists. Everyone in the town seems to become more (6) as the excitement grows. They dress up in traditional costumes, stay out all night with their friends and behave in an (7) noisy way for our normally quiet, respectable town. For me, however, the most (8) part of the town's festivities is the firework display.



PREPARE

ORGANISE

ARRANGE

ACT

PARTICIPATE

SURROUND

ENERGY

USUAL

IMPRESS

Speaking | Parts 3 and 4

1 Before doing Speaking Parts 3 and 4, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Speaking Parts 3 and 4?

Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

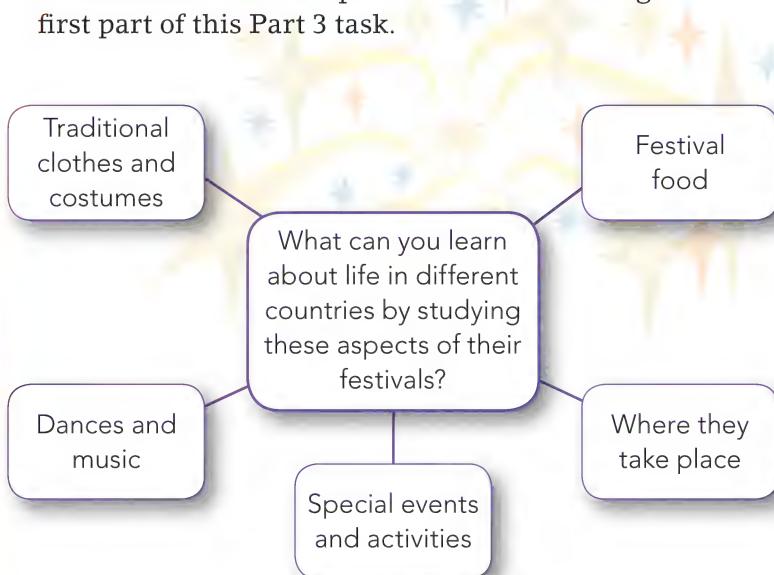
Speaking Part 3

- There are two parts: the first part takes two minutes and the second part one minute.
- In the first part, you needn't discuss all five prompts – it's better to discuss a few in more detail.
- You should ask your partner to express his/her ideas.
- In the second part, you must reach a decision together.

Speaking Part 4

- You are asked your opinions on a new subject.
- You and your partner may be asked the same questions or different questions.
- You should try to give your opinion plus an explanation, reason or example.
- In both Speaking Parts 3 and 4, you should listen carefully to what your partner says and be ready to say something about it or comment on it.

2 37 Work in pairs. Listen to the examiner's instructions and then spend two minutes doing the first part of this Part 3 task.



3 38 Listen to the examiner's next instruction and spend a minute doing the second part of the Speaking Part 3 task.

4 39 Now listen to Antonia and Nikolai doing the first part of Speaking Part 3. Were their ideas different from yours?

5 Listen again. Antonia and Nikolai help each other to do this part of the exam.

- 1 How is it clear that they are listening carefully to each other, and why is this important?
- 2 What phrases do they use to:
 - a encourage each other?
 - b help their partner to express an idea?
 - c take over when their partner gets into trouble?

6 40 Work in pairs. Listen to the examiner's instructions and do the first part of this Part 3 task. Try to use phrases you noted down in Exercise 5 to help the discussion along.



7 41 Listen to the examiner's instructions and do the second part of the Part 3 task.

8 42 Work in pairs. Listen to Antonia and Nikolai answering this Part 4 question. Who do you agree with more? Why?

How do towns and cities benefit from having festivals and other celebrations?

9 Pronunciation: improving fluency

1 43 Work in pairs. Read and listen to Antonia's answer and underline the words she stresses

Hmm, that's a good question. / Some people say that it's good for, what's it called, community spirit, but I think the main benefit is for local businesses because tourists and visitors are attracted to the town to spend their money in shops and restaurants.

- 2 Listen again and mark with a ↗ or a ↘ to show where her voice rises or falls on stressed words.
- 3 Use a (/) to mark where you think she pauses. Then listen again to check your answers.
- 4 44 Now read and listen to Nikolai's answer and follow steps 1–3 above.

Yes, I partly agree with her. I think in many places people spend a lot of time during the year preparing for their festival and I think it really encourages a feeling of cooperation and a community feeling.

- 5 Take turns to read both answers aloud.
- 6 Think for a moment how you will answer this question. Then take turns to answer the question using stress, intonation and pauses suitably.

Do you think festivals should be organised more for tourists or more for local people?

10 Work in groups of three. One student should take the role of the examiner and ask these questions to the others. When you have finished, change roles and ask and answer the questions again.

- 1 What can tourists learn from visiting a festival in another country?
- 2 Do you think that some towns and cities spend too much time and money on organising festivals?
- 3 How important is it for people to remember their traditions?
- 4 Do you think there should be a limit to noise at festivals or other celebrations?

Writing | Part 1 An essay

1 Before doing Writing Part 1, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Writing Part 1? Choose the best option in *italics* in these sentences.

In Writing Part 1:

- 1 you must write an essay of between 120–180 words / *140—190* words in 40 / 60 minutes.
- 2 you *can* write whatever you want / *must* deal with three points, one of which is your own idea.
- 3 you should write a plan *first* / just start writing your answer.
- 4 you *should* check your answer carefully when you finish / you won't have time to check your answer.

2 Work in pairs. Read the writing task below.

- Underline the key points in the task.
- Make a list of the advantages and disadvantages of going to music festivals and concerts to listen to live music instead of listening to recorded music.
- Discuss: Which do you prefer? Why?

In your English class, you have been talking about the advantages and disadvantages of going to music festivals and concerts to listen to live music instead of recorded music.

Now your English teacher has asked you to write an essay.

Write an essay using **all** your notes and give reasons for your point of view.

Essay question

Is it better to listen to live music or recorded music?

Notes

Write about:

1. *quality*
2. *convenience*
3. (*your own idea*)

Write your **essay**.

3 Decide which of the ideas you discussed you can use in this essay and write a brief plan.

When you have finished, work in pairs and compare your plans.



4 Read Ulli's essay and answer these questions.

- 1 Which of her ideas are the same as yours?
- 2 Which is her own idea?
- 3 Do you agree with her opinion?

Although people can listen to recorded music on their music players when they¹ are travelling working or studying music festivals and concerts are becoming more and more popular. This² is because I believe they³ offer two main advantages.

The first advantage is that the quality of the sound is much better at live concerts where the music and voices come directly from the performers. This⁴ makes it⁵ a much more emotional experience because you have direct contact with the musicians and you react to them⁶ and they react to you.

The second advantage is the atmosphere. Instead of listening to a recording alone on your personal music player you are listening with a huge crowd of people and enjoying the music together. This⁷ means it is a social as well as an artistic experience.

The main disadvantage is that you cannot listen to live music whenever you want like you can on a personal device. Apart from that⁸, the noise from the audience sometimes spoils the quality of the sound.

In my opinion however the best way to enjoy music is the spontaneous atmosphere of a live concert. It⁹ is more exciting because you are surrounded by other enthusiastic fans who are dancing with you.

5  Candidates often make mistakes with punctuation. Ulli's answer in Exercise 4 is missing ten commas. Punctuate it correctly by placing the ten commas.

→ page 177 Language reference: Using commas

6 Work in pairs. Ulli connects her ideas by using words which refer to other parts of her essay. What does each of the underlined words in her essay refer to? 1 'they' refers to people.

→ page 178 Language reference: Using *it, this, that or they*

7  Candidates often make mistakes with *it, this, that* and *they* when referring to other parts of their writing. Complete these sentences by writing *it, this, that* or *they* in the gaps. In some cases, more than one answer may be possible.

- 1 In my opinion, going to live concerts is better.
..... gives you the chance to really connect with the band.
- 2 Listening to live music is better, but on the other hand is more expensive.
- 3 A further disadvantage is that when young people want to go to a concert, cannot always afford the ticket price.
- 4 During the tour, the band performed in Paris and Berlin, but had played in Amsterdam before
- 5 The band's tour had various problems: the bus broke down and some of their equipment was stolen. On top of all, there was a storm on the night of the concert.
- 6 Many live concerts are held late at night. leads to complaints from people living nearby who cannot sleep.
- 7 The sound quality of the recording is not very good, and in addition to, it is quite expensive.
- 8 I am not very keen on being in large crowds. In spite of, I would never miss a concert by my favourite band.

8 Work alone. Do this writing task.

In your English class, you have been talking about the advantages and disadvantages of going to the cinema rather than watching films on DVD or television.

Now your English teacher has asked you to write an essay.

Write an essay using **all** your notes and give reasons for your point of view.

Essay question

Is it better to watch films at the cinema or at home?

Notes

Write about:

1. *quality*
2. *cost*
3. (*your own idea*)

Write your **essay**.



Vocabulary and grammar review Unit 13

Vocabulary

1 Circle the correct word in *italics* in these sentences.

- 1 You can leave your car in the parking space / *place* just outside my house.
- 2 Bring your family to stay with us! We've got plenty of *room* / *place* for all of you.
- 3 He loves travelling and the first thing he does when he arrives in a new *location* / *place* is take a photo.
- 4 The university campus is in an excellent *location* / *space* surrounded by countryside, but within easy reach of the city centre.
- 5 The schools are excellent in this *area* / *location*, so it might be a good place to buy a house.
- 6 There's an empty *place* / *room* at that table if you want to sit there.
- 7 We may have to take two taxis because I don't think there's *space* / *place* in one for all of us.
- 8 You can buy international newspapers at the newsagent's in the main *square* / *place*, just behind the station.
- 9 I found the flight uncomfortable because there wasn't enough leg *place* / *room*.
- 10 She's got a good hiding *place* / *room* for the money she keeps in her bedroom.

Grammar

2 For questions 1–8, read this text and think of the word which best fits each gap. Use only one word in each gap.

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words.

- 1 We're hoping to employ someone to build a tennis court for us in the garden.
HAVE

We're hoping to for us in the garden.

- 2 Make sure that someone checks the car before you buy it.
HAVE

Make sure that before you buy it.

- 3 Magda must tidy her room each morning.
CLEAR

Magda has her room each morning

- 4 They make us do three hours of homework a day in this school.
HAVE

We three hours of homework a day in this school.

- 5 In this restaurant, you should pay for your food when you order it.
SUPPOSED

In this restaurant, you for your food when you order it.

- 6 Speaking is forbidden during the exam.
ALLOWED

You during the exam.



The screenshot shows a web browser window with a blue header bar. The header contains links for 'home', 'news', 'search', 'living green', 'stories', 'advice', and 'contact'. On the right side of the header are icons for search, refresh, and other browser functions. The main content area has a light green background and features a large title 'LIVING IN CAVES' in bold capital letters. Below the title is a paragraph of text. To the right of the text is a column of text. At the bottom left is a page number '160'.

LIVING IN CAVES

Wherever people live, they need to protect themselves (0) from the weather, and ever (1) humans started to walk the Earth, they have lived in caves. To start with, they (2) use of natural caves, but they soon ran (3) of these. It then became simpler for them to create their own caves (4) to build shelters using other materials or techniques. On volcanic islands, for example, people found the rock was soft (5) to dig into, and (6) are places in the world where these artificial caves are still inhabited.

Modern-day caves have some unexpected advantages. For anyone who has ever visited (7) , the benefits are immediately apparent: they will have found that the cave is isolated from noise and has a generally pleasant temperature. It is not too hot in the summer, while it stays warm in the winter. (8) is more, a modern cave is likely to contain all the modern household gadgets that make life comfortable.

Vocabulary and grammar review Unit 14

Word formation

1 EP Read this text. Use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line.

Getting work experience is a good way for young people who are still at school to see whether they will enjoy a particular career. Future (0) ...*employers*... like to see work experience on CVs and it can be a good way to see whether, for example, someone will enjoy being a (1) before they start on a law degree. They get the chance to consider various (2) for a future career with working professionals whose advice they will find (3) helpful when thinking about the different choices they will have to make. Work experience often involves uncomfortable situations but people who do it learn how to behave (4) in front of clients and how to take (5) for things in the workplace. Appearance is important and they need to dress (6) whether they are going for a job as an air-traffic controller or an IT specialist or a job which is perhaps less technical but equally (7) such as a sales (8) or teacher.

EMPLOY

LAW

POSSIBLE

SPECIAL

SUIT
RESPOND

APPROPRIATE

DEMAND
REPRESENT

2 Complete each of the following sentences by using the word given in capitals at the end of each question to form a word that fits in the gap.

- 1 Tanya has a as a very hard-working student.
REPUTE
- 2 In this airline, we make sure that we follow all the procedures in order to avoid accidents.
SAFE
- 3 My teacher just looked at me in when I answered all the questions perfectly. **AMAZE**
- 4 We have expressed our with the work, which was very badly done. **SATISFY**

- 5 Visitors are often confused to find the of two streets with similar names in the town. **EXIST**
- 6 If only Maria would tell us the instead of trying to deceive us with obvious lies! **TRUE**
- 7 Pierre swam the of the river in five minutes. **WIDE**
- 8 The of a swimming pool has made the hotel much more popular. **ADD**
- 9 Can you tell the between this fake Rolex and the original one made in Switzerland? **DIFFER**
- 10 I have several other in July, so I won't be able to go on holiday then. **OBLIGE**

Grammar

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 It is almost certain that the flight will arrive on time.
EXPECTED
The flight on time.
- 2 Thieves entered my house last night.
BROKEN
My house thieves last night.
- 3 According to reports, seven firefighters were injured in the fire.
REPORTED
Seven firefighters been injured in the fire.
- 4 It's five months since my car was serviced.
BEEN
My car five months.
- 5 According to many people, she's living in Mexico.
SAID
She in Mexico.
- 6 There were very few cakes left by the end of yesterday's party.
EATEN
Almost every by the end of yesterday's party.

Language reference

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Adjectives with -ed and -ing

There are many adjectives which are formed with -ed or -ing. Some adjectives do not have both forms, e.g. *living* but not *lived*.

- Adjectives with -ed express how the person feels about something:
I was fascinated by the photos of her trip to Australia on her Facebook page.
- Adjectives with -ing are used to describe the person or thing which produces the feeling:
Have you seen that amazing video on YouTube? (I felt amazed when I saw it.)

→ See also page 176: Spelling

Articles

The indefinite article

We use a or an:

- with singular, countable nouns mentioned for the first time:
A blue car came round the corner.
- to talk about jobs:
His mother's a doctor.

We do not use a or an with uncountable nouns or plural countable nouns:

Knowledge makes people powerful.

More women go to university in this country than men.

- Use an before words which begin with a vowel sound: *an app, an email* (but not when the letters 'u' or 'e' produce a 'y' sound: *a useful tool, a European student, a university*).
- When 'h' is silent, use an: *an hour, an honest man*

The definite article

The is used:

- with things we have mentioned before or when it's clear who or what we are referring to from the context:
*I've got two new teachers. **The maths teacher** is from California and **the English teacher** is from Ireland.*
- Could you go to **the bank** for me, please? (i.e. the bank we always use)
- when referring to particular things:
*I love music, but I don't like **the music** my sister listens to.*
- with things which are unique: *the Internet, the moon*
- with adjectives to express groups:
*In this country, **the rich** are growing richer and **the poor** are growing poorer.*
- with nationalities:
the French, the Spanish, the Italians

- with superlative adjectives:
the best, the longest
- with ordinal numbers (e.g. *the first, the second, the third*) used as adjectives:
*Manolo won **the first prize** and Igor won **the second**.*
- with names of countries which include these words Republic, Kingdom, States or Emirates:
The Czech Republic, The United Kingdom, The United States, The United Arab Emirates
- with names of rivers, mountain ranges, seas and oceans:
the Nile, the Alps, the Mediterranean, the Pacific
- with many common expressions:
*at **the moment**, at **the age of 15**, in **the end**, on **the one hand ... on the other hand***

Do not use *the, a* or *an*:

- when talking in general and in the plural:
Teachers are not paid enough.
I can't imagine offices without computers.
- with many common expressions:
in bed/hospital/prison/school: He's in bed.
at home/university/work: I'm at university.
(go) to bed/hospital/university/work: What time do you go to work?

as and like

as

We use *as*:

- to say someone or something is that thing, or has that function:
*He works **as a nurse**.*
*She uses **email as a way of keeping in touch with friends**.*
*Can I give you some advice **as a friend**?*
- to mean 'the same as' before a subject + verb or a past participle:
*Things happened exactly **as I had predicted**.*
*The exam was **as expected** – very difficult!*
- to mean 'because':
As tomorrow is a public holiday, I will not be giving you any homework to do.
- after certain verbs including *describe* and *regard*:
*The teachers **regard you as the best group of students in the school**.*
*The police **are describing him as extremely dangerous**.*
- with adjectives and adverbs to make comparisons:
*Mike is **not as clever as his sister**.*
- to mean 'for example' in the phrase such as:
*I spent the summer travelling round Europe and visiting lots of places **such as Venice, Florence and Barcelona**.*
- with *the same ... as*:
*You're wearing **the same colour shirt as me!***

- in the phrases *as far as I know* (I think it's true but I don't know all the facts), *as far as I'm concerned* (this is my personal opinion), *as far as I can see/tell* (this is what I've noticed or understood):

As far as I know, my grandparents have always lived in the same house.

I don't mind how much money you spend on clothes – you can spend all your money on clothes as far as I'm concerned.

Arsenal aren't going to win the cup this year as far as I can see.

like

We use *like*:

- to mean 'similar to' (especially after the verbs *be, seem, feel, look, sound, smell* and *taste*):

He's eating what looks like a hamburger.

This swimming pool is fantastic – the artificial waves mean it's like swimming in the sea.

- to mean 'for example':

He enjoys all sorts of adventure sports like paragliding, windsurfing and canoeing.

Causative have and get

We use *have/get + something + done* (*cleaned / fixed / made, etc.*) when we ask someone else to do something for us:

I've just had my bike mended. (i.e. Someone has mended my bike for me.)

- get* is less formal than *have*:

My dad has just got some new furniture delivered.

- It's not usually necessary to say who did it for us, but it is possible:

I'm going to have my hair dyed blonde this afternoon by my sister. (i.e. My sister is going to dye my hair for me.)

- have/get + something + done* can be used in any tense or form:

I'm going to get my suit dry-cleaned for the wedding.

- We can also use this structure to say we have been the victim of something:

Tim had his wallet stolen while he was waiting for the bus.

→ See also page 177: The passive

Conditionals

Conditional sentences express a condition (*If ...*) and the consequence of the condition. The consequence can be expressed before or after the condition:

If you come to Canada, we can visit Vancouver.

We can visit Vancouver if you come to Canada.

Note: If the condition comes first, a comma is used. If the consequence comes first, no comma is used.

Zero conditional

We use a zero conditional to express:

- things which are always or generally true:

If the teacher is late, it sets a bad example to the class.

People tend to get annoyed if/when you shout at them.

- scientific facts:

When/If water boils, it evaporates.

Note: In zero conditionals, *when* and *if* often mean the same.

First conditional

We use a first conditional to express a future condition we think is possible or likely:

If I get the job, I'll buy myself a new car.

If you wash the car, it will look much smarter.

I won't phone you unless it's urgent.

You can have an ice cream if you behave well.

You shouldn't go swimming unless you think it's safe.

If he phones, tell him I'm busy.

Note: *unless* means 'except if'. We can often use *unless* instead of *if not*:

I can't watch the football with you unless I finish my school work beforehand. (I can't watch the football with you if I don't finish my school work before the game begins.)

Second conditional

We use a second conditional to express a present or future condition which is imaginary, contrary to the facts, impossible or improbable:

I would go for a walk if it wasn't so cold.

If I was as rich as Bill Gates, I wouldn't work. (Being as rich as Bill Gates is imaginary.)

I wouldn't fly in a helicopter unless I was sure it was completely safe. (This is how I would feel in this situation.)

We'd win more matches if we trained harder. (This is contrary to the facts – we don't train hard enough.)

Third conditional

We use a third conditional to talk about:

- something which did not happen in the past and
- its results, which are imaginary.

*If you had gone to the concert, you would have enjoyed it.
If you had phoned me this morning, I would not have been late for school.*

If I had lived in the 19th century, I would have gone to school by horse. (If I had lived in the 19th century (something which did not happen – I am alive now), I would have gone to school by horse (an imaginary consequence because I didn't live in the 19th century).)

If he hadn't reacted quickly, the hippo would have killed him. (He reacted quickly, so the hippo didn't kill him.)

Note: We can contract the third conditional as follows:

If I'd lived in the 19th century, I'd have gone to school by horse.

If he hadn't been in such a hurry, he wouldn't have had an accident.

We can use could and might instead of would:

If our team had played harder, they could have won the match. (They had the ability to win the match, but they didn't, because they didn't play hard enough.)

If our team had played harder, they would have won the match. (They were sure to win, but they didn't because they didn't play hard enough.)

If the weather had been better, we might have gone swimming. (Swimming was a possibility.)

If the weather had been better, we would have gone swimming. (Swimming was a certainty.)

Mixed conditionals

When we want to use a conditional sentence to talk about both the past and the present, we can use second conditional in one part of the sentence and third conditional in the other:

If tickets weren't so expensive, *I'd have gone to the cinema last night.*
2nd conditional (present time) 3rd conditional (past time)

- The tickets are expensive and that is why the speaker didn't go to the cinema.

If Mar hadn't fallen off her bike, *she'd be champion now.*
3rd conditional (past time) 2nd conditional (present time)

- Mar fell off her bike and that is why she isn't champion.

Note: You cannot use zero or first conditionals in mixed conditionals.

Countable and uncountable nouns

Nouns can be either countable [C] or uncountable [U].

However, some nouns can be both countable [C] and uncountable [U], but with a difference in meaning:

They say it's healthy to drink tea. (tea in general, uncountable)

Would you like a tea? (a cup of tea, countable)

Living in a large house is a lot of work. (work in general, uncountable)

That picture is a work of art. (a particular work, countable)

The grammar for countable nouns is different from the grammar for uncountable nouns.

countable nouns	uncountable nouns
<ul style="list-style-type: none"> • use a or an in the singular: a job, an animal • can be made plural: cars, books • use some and any in the plural: some friends, any answers • use few and many in the plural: few students, many years 	<ul style="list-style-type: none"> • do not use a or an • cannot be made plural: work, music • use verbs in the singular: <i>The news is good</i>, <i>Music helps me relax</i>. • use some and any in the singular: some food, any advice • use little and much in the singular: little information, much homework • use other words to refer to a quantity: a piece of advice, a small amount of money



Some common uncountable nouns in English

accommodation advice behaviour countryside
damage equipment experience food furniture
homework housework information knowledge
luggage media music news paper pollution
research scenery smoke software stuff
transport work

Infinitive and verb + -ing forms

Infinitive

We use the infinitive:

- to say why we do something:

I've just gone running to get some exercise.

He's taken up tennis to make friends.

- to say why something exists:

There's an example to help you.

- after too and enough:

It's too cold to go swimming today.

He isn't good enough to make the national team.

- We use the infinitive in the following verb patterns:

verb + to infinitive	agree appear bother decide demand fail hope learn manage offer plan refuse seem be supposed threaten	She agreed to meet him after work.
verb + (somebody/ something) + to infinitive	ask choose expect help intend promise want	She expected to win the race. <i>I expect you to play</i> in the match.
verb + somebody/ something + to infinitive	advise allow enable encourage forbid force invite order permit persuade recommend remind teach tell warn	The money enabled him to go to university.

- We use these verbs from the lists above to report speech:

advise agree allow ask decide encourage
forbid invite offer order permit persuade
promise recommend refuse remind
tell threaten warn

→ See also page 173: Reported speech

Verb + -ing

We use a verb + -ing:

- after prepositions:

He's made a lot of friends by joining the tennis club.

We watched a film about climbing in the mountains.

Note: We also use a verb + -ing after to when to is a preposition:

I'm looking forward to going on holiday.

She's used to studying everything in English.

- as subjects or objects of a sentence:

Climbing is safer than it looks.

He decided to take up running.

We use a verb + -ing after these verbs:

admit appreciate avoid celebrate consider
delay deny dislike enjoy finish imagine
involve keep mind miss postpone practise
regret risk stop suggest

I really enjoyed winning that match.

She suggested playing a game of squash after school.

We can use these verbs from the list above in reported speech:

admit deny regret suggest

→ See page 174: Reported speech – reporting verbs

We use a verb + -ing after these expressions:

it's no good it's not worth it's no use
it's a waste of time can't stand can't bear can't help

It's not worth joining that sports club.

It's a waste of time entering the competition unless you're really fit.

I can't bear watching my team when they play badly.

Verbs followed by either an infinitive or a verb + -ing with almost the same meaning:

love begin continue hate prefer like start

I love playing tennis. I love to play tennis.

It continued raining all day. It continued to rain all day.

Note: When *love*, *hate*, *prefer* and *like* are used with *would*, they are always followed by the infinitive:

I wouldn't like to do an adventure race.

I'd prefer to watch it on television.

Verbs followed by either an infinitive or a verb + -ing with a difference in meaning

	verb + infinitive	verb + -ing
remember	<i>Did you remember to bring your running shoes? (an action you have to do)</i>	<i>I remember feeling very tired at the end of the race. (a memory of something in the past)</i>
forget	<i>Don't forget to bring your tennis racket. (an action you have to do)</i>	<i>I'll never forget winning my first tennis championship. (a memory of something in the past)</i>
regret	<i>I regret to tell you the race has been cancelled. (regret + to say / to tell / to inform means 'I'm sorry to give you this information'.)</i>	<i>I regret not training harder before the race. (I'm sorry I didn't do this.)</i>
try	<i>I'm running every day because I'm trying to get fit. (My objective is to get fit.)</i>	<i>If you want to get fit, why don't you try swimming? (Swimming is a method to reach your objective.)</i>
mean	<i>Mario means to win the championship. (This is his intention.)</i>	<i>I wanted to be a swimming champion, but it meant going to the pool every day at 5.30. (it involved)</i>
stop	<i>Halfway through the marathon, he stopped to drink some water. (in order to drink some water)</i>	<i>When he realised he couldn't win, he stopped running. (He didn't continue.)</i>

Note: The form *forget + verb + -ing* is unusual. It is more normal to use *(not) remember*:

~~I forget riding a bike the first time.~~ I don't remember riding a bike the first time.

Linking words and phrases: when, if, in case, even if and even though

We use *when* to talk about:

- a situation:
I feel very uncomfortable when the weather is so hot.
- something we know will happen at some point in time:
I'm writing an essay at the moment. When I finish, I'll phone you back.

We use *if* to describe:

- something we are not sure will happen:
We'll miss the beginning of the film if the bus is late.
- Compare:
If I get a place at university, my parents will buy me a new car. (I'm not sure if I'll get a place at university.)
When I get a place at university, my parents will buy me a new car. (I'm confident I'll get a place at university.)

We use *in case* with the:

- present tense to talk about something which might happen in the future:
I'll take a book to read in case I have to wait a long time for the train.
Take a bottle of water with you in case you get thirsty.
- past simple to explain why someone did something:
Clara turned off her mobile phone in case it rang during the exam. (She thought it might ring during the exam, so she turned it off.)

in case and *if* are different. Compare:

- *I'll take my swimming costume in case we go to the beach.*
(I'll take it now because we might go to the beach later.)
- *I'll take my swimming costume if we go to the beach.*
(I won't take my swimming costume now, because I don't know if we'll go to the beach – we might not go.)

We use *even though* as a stronger way of saying *although* when we are certain about something:

- *He bought a new computer, even though his old one was working perfectly.* (The speaker is certain the old one was working perfectly.)
- *I'm really looking forward to my holiday, even though the weather forecast is for rain.* (The speaker knows the weather forecast is for rain.)

We use *even if* as a stronger way of saying *if*, when we are not certain about something:

- *I'm going to have a holiday in the USA this summer even if I fail all my exams.* (I'm not sure if I'm going to fail my exams – but I'm going to have the holiday anyway.)
- *I'll come to your party even if I have to walk there.*
(I don't know if I'll have to walk there, but I'll make sure I come to your party.)

Linking words for contrast

We use these linking words to show contrast:

although even though while whereas but
however despite in spite of
on the one hand, ... (on the other hand.)

although, even though, while and whereas

- We use although, even though, while and whereas to put two contrasting ideas in one sentence:
I didn't buy the dress although I thought it was beautiful.
- They can be placed at the beginning of the sentence or in the middle, between the two contrasting ideas:
It was late. She decided to phone him. → Although it was late, she decided to phone him. OR She decided to phone him although it was late.
- When the sentence begins with although, even though, while or whereas, we separate the two parts with a comma. When these words are placed in the middle, the comma is optional:
*Berlin is a noisy city. My home village is quite peaceful.
→ While Berlin is a noisy city, my home village is quite peaceful. OR Berlin is a noisy city whereas my home village is quite peaceful.*
- even though is stronger than although:
I didn't buy the car, even though I had the money ready in my pocket.

but

- but can be used to join two sentences. In this case, it is used in the middle of the sentence and it often follows a comma:
We warned her, but she didn't pay any attention.
- but can sometimes be used at the beginning of a new sentence:
He likes romantic films. But don't tell anybody!

→ See also page 177: Using commas

however

- however normally starts a new sentence and refers to the sentence before.
- It is usually followed by a comma:
He decided to go out to the cinema. However, he didn't tell his family where he was going.

despite and in spite of

- despite and in spite of mean 'without taking any notice of or being influenced by'; 'not prevented by':
He got into the basketball team despite being quite short.
She went swimming in spite of the cold weather.
- They can be placed at the beginning of the sentence or in the middle. They are followed by a noun or a verb + -ing.
- When used at the beginning of a sentence, a comma is also used to separate the two parts of the sentence:
*Despite working all day, Teresa didn't feel at all tired.
We got to school on time in spite of the heavy traffic.*

on the one hand, ... (on the other hand)

- on the one hand ... (on the other hand) normally start new sentences and can be used to balance two contrasting ideas or points of view:
I'm not sure whether to go to the seaside for my holidays this year. On the one hand, most of my friends are going. On the other hand, it's time to have a change and go somewhere different.
- on the other hand can be used to introduce a contrasting idea even if you haven't used on the one hand:
Doing sport can be a great way to relax. On the other hand, it can cause quite serious injuries.

look, seem and appear

We use these verbs to express our impressions of something or someone:

I haven't talked to him very much, but he seems very intelligent.

You still look tired, even if you have slept all night.

We use these with the following patterns:

look/seem/appear + adjective	<i>She looks very old. He seems hungry. Marga appeared tired.</i>
subject + look + as if + sentence	<i>The car looks as if it needs washing. You look as if you've had a bad day.</i>
it looks/seems/appears + as if + sentence	<i>It looks as if the car needs washing. It seems as if you've had a bad day.</i>
seem/appear + infinitive	<i>The weather seems to have changed. She appeared to be crying.</i>
look/seem + like + noun	<i>He looks like my uncle. It may seem like an impossible task, but it isn't really.</i>

Making comparisons

Comparative and superlative forms of adjectives and adverbs

comparative forms	adjective/adverb + -er + than more + adjective/adverb + than	Tennis is cheaper than golf. Marina works harder than before. Golf is more expensive than tennis. It rains more often than in the past.
superlative forms	the + adjective/adverb + -est the most + adjective/adverb	Chess is one of the cheapest hobbies. Playing team sports is the most sociable free-time activity.

Comparison of adjectives

Add -er and -est with:	<ul style="list-style-type: none"> one-syllable adjectives: Fiona is fitter than last year. two-syllable adjectives ending in -y and -ly, e.g. happy, friendly: My brother's the friendliest person in my family.
Use more and most with:	<ul style="list-style-type: none"> adjectives of two syllables or more (except two-syllable adjectives ending in -y and -ly): Biking is the most dangerous activity.

→ See also page 176: Spelling

These form irregular comparisons:

good – better – best	bad – worse – worst
well – better – best	badly – worse – worst
much – more – most	many – more – most
little – less – least	far – farther/further – farthest/furthest

To say two things are the same, use as + adjective + as:

She finds doing aerobics as interesting as playing team sports (this means 'She finds doing aerobics and playing team sports equally interesting').

To say that one thing is less than another, use:

- not so/as + adjective + as:
Window shopping is not so/as enjoyable as clubbing.
- less/least + adjective:
Playing chess is less healthy than playing team sports.
Clubbing is the least healthy activity you can do.

Comparison of adverbs

Add -er and -est with:	<ul style="list-style-type: none"> one-syllable adverbs, e.g. hard, fast, straight: <i>My mum works harder than my dad.</i>
Use more and most with:	<ul style="list-style-type: none"> two-syllable adverbs including adverbs ending in -ly: <i>Maria read the text more quickly than Susanna.</i> <i>She visits me more often than in the past.</i>

These adverbs form irregular comparisons:

well – better – best badly – worse – worst

To say two things are the same, use as + adverb + as:

Julia finished the exercise as quickly as Mark. (Julia and Mark finished the exercise equally quickly.)

To say that we do one thing differently from another, use:

- not so/as + adverb + as:
Sophie doesn't speak Spanish so/as well as Gordon.
- We can use words and phrases with comparative forms to express large and small differences. These are some ways of expressing a large difference:
 - much / far / a lot / considerably + adjective/adverb + -er/more + adjective/adverb:
Playing team sports is much riskier than many people imagine.
 - not nearly as + adjective/adverb + as:
Some mobile apps are not nearly as difficult to use as normal computer programs.

These are some ways of expressing a small difference:

- slightly / a bit / a little + adjective/adverb + -er/more + adjective/adverb:
People drive slightly slower than they did in the past.
- not quite as + adjective/adverb + as:
I don't find running quite as enjoyable as cycling.

Modal verbs

We use modal verbs to express the speaker's view of ability, certainty and possibility, obligation, prohibition and permission.

- These modal verbs are always followed by the infinitive without to:
can, could, may, might, must, shall, should, will, would
- These modal verbs are always followed by the infinitive with to: *have to, ought to*

Note: Modal verbs always have the same form, i.e. no 's' in the third person singular (*He can come*) or -ed in the past (except for *have to*, which changes in the same way as *have*).

Expressing ability

To say someone has an ability, we use *can, can't, could, couldn't* and *be able to*.

In the present, we use:

- *can or am/is/are able to* to express ability
- *can't or am not/isn't/aren't able to* for things which are not possible.

Liz can speak five languages, but she can't speak Russian.

The doctor's able to see you now, but she isn't able to see you tomorrow.

Note: We usually use *can* and *can't* when speaking because they are shorter and less formal than *able to*.

In the past, we use:

- *could only* when speaking in general:
When I was a child, I could read without glasses.
- *was/were able to* when speaking about something someone succeeded in doing on one particular occasion:
Dad didn't have any money on him, but fortunately he was able to use his credit card to pay the bill. (not *He could use his credit card to pay the bill.*)
- *couldn't and wasn't/weren't able to* when speaking in general and also when speaking about one particular occasion:
Pascual wasn't able to / couldn't do all the questions in the maths exam.
- *Olga couldn't / wasn't able to ride a bike till she was 18.*

When talking about ability, we use *can* only in the present and *could* only in the past. For perfect and future tenses, we use *able to*:

I've been very busy so I haven't been able to finish reading the novel. (present perfect)

When you finish the course, you'll be able to speak English really well. (future simple)

Note: We do not use *be able to* in the continuous.

- We use *be able to* after an infinitive:
She hopes to be able to study medicine when she goes to university.
- We use *be able to* after modal verbs (*might, should, may, etc.*):
If I'm free this weekend, I might be able to help you paint your house.
When you've finished this course, you should be able to speak English very well.
- We usually use *can* and *could* with *see, hear, smell, feel and taste*:
From the top of the mountain we could see for miles.
I can hear a strange noise coming from upstairs.
- However, we use *manage* when we succeed in doing something quite difficult to do:
I know you've been busy, but did you manage to phone my mum?
He managed to pass the exam, although he was feeling ill when he did it.

Note: *could* is not possible in this example:

~~*He could pass the exam, although he was feeling ill when he did it.*~~

Expressing certainty and possibility

To express certainty about the present, we use:

- *must:*
She's been in over 15 films, so she must be very well known.

Note: We usually have a good reason for expressing this certainty, e.g. *She's been in over 15 films.*

- *can't or couldn't* for the negative (not *mustn't*):
You can't be tired. You've just got out of bed!
Mark couldn't have been at the party – he's on holiday in America at the moment.

To express certainty about the past, we use:

- *must have + past participle:*
You have a very big part in the play. It must have taken you ages to learn all the lines.
- *can't have and couldn't have + past participle* in negative sentences:
She can't have left her glasses at home – I saw her wearing them on the bus.
She couldn't have stolen the money because she's far too honest!

To express possibility about the present or future, we use:

- *may, might or could:*
I may come and visit you next summer.
We might go to the cinema if we finish all our work in time.
We'd better go for a walk now because it could rain later.

- may not and might not (or mightn't) in negative sentences (not can't or couldn't which express certainty):

*Frankie is looking very pale. He **may not be** very well.*

*Don't cook any dinner for me because I **might not be** back in time.*

To express possibility about the past, we use:

- may have, might have, could have, may not have, might not have + past participle:

*It's unlike Sally to be late. She **may have overslept**, or she **might not have remembered** the appointment.*

Expressing obligation, prohibition and permission

Obligation – must and have to

We can often use *must* and *have to* without any difference in meaning:

*Teachers **must / have to** try to make their lessons as interesting as possible.*

However, we use:

- must + infinitive without to in the present tense. For other tenses, we use have to + infinitive:

*I'd like to go camping, but I'll **have to** ask my parents.*

*In order to get the holiday job I **had to fill** in an application form and do an interview.*

- have to more often in questions:

*Do we **have to answer** all the questions?*

- must for a goal (or an obligation) that we give ourselves: *I **must go** to the supermarket later.*

- have to when the obligation comes from someone else: *My teacher has given me a lot of homework which I **have to do** for Monday.*

- must for strong advice:

*You **must be** careful if you stay out late at night.*

Other ways of expressing obligation:

- We use be supposed to + infinitive to talk about an obligation which is different from what really happens: *We're **supposed to do** five writing tasks each term. (But most people only do two or three.)*

*Aren't you **supposed to be** in class right now? (i.e. not out here playing football)*

- We use should + infinitive without to to talk about the right thing to do, but which is different from what really happens:

*You **should answer** using your own ideas, not things you have memorised beforehand.*

- The past of should is should have + past participle:

*You **shouldn't have tried** to answer all three questions in Writing Part 2!*

- We can use ought to to mean 'should':

*You **ought to be** more polite to the people you deal with.*

Prohibition

We use these modal verbs and phrases to express prohibition: can't, mustn't, not let, (be) not allowed to, don't allow (somebody) to.

*You **can't go in** there – it says 'No entry!'*

*You **mustn't speak** during the exam – it's forbidden.*

*My sister **won't let** me **listen** to her CDs.*

*I'm **not allowed to use** the kitchen in my host family's house.*

*My parents **didn't allow** me to **play** computer games when I was small.*

We do not use don't have to to express prohibition:

*You **mustn't use** your mobile phone in class. (It's not allowed.)*

Compare this with:

*You **don't have to use** your mobile phone to speak to Fayed.*

Look! He's over there. (i.e. It's not necessary.)

In the past, we use: couldn't, didn't let, wasn't allowed to, didn't allow (somebody) to:

*I **couldn't leave** the room until the end of the meeting.*

*She **wasn't allowed to invite** her boyfriend to the party.*

We don't use mustn't to talk about the past:

*I **mustn't couldn't ride** my bike to school because my mum thought it was dangerous.*

*We **mustn't weren't allowed to use** our dictionary in the exam last week.*

Permission

To express permission, we use: can (past could), let, am allowed to and may (past was/were allowed to).

*You **can only use** your phone during the break, not in class.*

*Are we **allowed to use** calculators in the maths exam?*

*She **let him borrow** her bicycle to get to the station.*

We only use may in formal situations:

It's not necessary to stay until the end of the examination.

*When you have answered all the questions, you **may leave** the room.*

To say that there is no obligation, or it's not necessary, we use: don't have to, don't need to and needn't:

*This is a really good exercise on phrasal verbs for anyone who's interested, but it's not for homework, so you **don't have to do** it if you don't want to. You **needn't learn** all the vocabulary on this page – only the words you think are useful.*

*I **didn't need to** means 'It wasn't necessary and I didn't do it'; I **needn't have** means 'It wasn't necessary but I did it':*

*I **didn't need to buy** a newspaper to find out the story because I'd already heard it on the radio.*

*What lovely roses! You **needn't have bought** me so many, but it was very generous of you.*

Prepositions

at, in and on in time expressions

We use at with:

- points of time:
at three o'clock, at the end of the lesson, at midnight
- mealtimes:
We can meet at breakfast.
- the weekend, Christmas and Easter:
Why don't we go to the cinema at the weekend?
- night when talking about nights in general:
I prefer to study at night because it's quieter.

Note: *on the weekend* is common in American English.

We use in:

- for periods of time:
in 2014, in April, in the summer, in the 19th century
- for parts of the day:
Paola often has a short sleep in the afternoon. (But Paola slept for two hours on Sunday afternoon. See below.)
- to say the period of time before something happens or how long something takes:
*I'll be going to university in six weeks' time.
He did the writing task in just 13 minutes.*

We use on:

- for particular dates, days, parts of days or types of days:
*He was born on July 13th.
What are you doing on Sunday night?
I got married on a sunny day in August.*

at, in and on to express location

We use at:

- when we think of a place as a point, not an area (including *at home, at school, at work, at university*):
The postman is at the front door.
- to talk about an event with a number of people:
I'll see you at the party tonight!
- for addresses:
The party is at 367 Wood Avenue.

We use in:

- when we think of a place as an area or space:
*Olga lives in St Petersburg.
Sonia lives in a large house in the country.*
- for cars and taxis:
I love listening to music when I'm in the car.
- normally with *in class, in hospital, in prison, in court*:
Patrick is in hospital with a broken leg.
- with people or things which form lines:
We stood in the ticket queue for four hours.
- for the world:
He's reputed to be one of the richest men in the world.

We use on:

- to talk about a position in contact with a surface:
*There's an insect on your forehead.
She lay on the beach all day.*
- with coast, road to, the outskirts of, the edge of, border, the way to/from, etc:
We can stop at my village, which is on the way to Madrid.
- with means of transport apart from cars and taxis (see above):
I always get frightened on planes.
- for technology:
*He's been on the phone for hours.
I found out about it on Facebook.*
- with left and right:
Talk to the student on your right.
- with premises, farm, floor, island and list:
*It's on the fifth floor.
You're not on my list of students for this class.*



at	in	on
at your/my house	in the world	on the beach
at the festival	in the city	on the/a train
at the party	in the mountains	on the island
at the theatre	in the country	on the/a farm
at the/your hotel	in the town	on the outskirts
at the concert	in the sky	on the floor
at my school	in the hotel	on the stage
at the camp	in a car	on the bus
at the university	in this area	on the road(s)
at the beach	in the countryside	on the plane
at the airport	in the street	
at the seaside	in the sea	
	in traffic jams	

Relative pronouns and relative clauses

A clause is a group of words containing a subject and a verb in a tense which form a sentence or part of a sentence. Relative clauses start with these relative pronouns: *who, which, that, whose, where, when and why*.

relative clause ↓

The man *who phoned you* is my doctor.

Defining relative clauses

Relative clauses which tell us which particular person or thing the speaker is talking about are called defining relative clauses. They give essential information:
The doctor who treated me is my cousin.

The relative clause tells us which doctor we are talking about.

Non-defining relative clauses

Relative clauses which give us extra information are called non-defining relative clauses:

My doctor, who belongs to the same tennis club as you, vaccinated me yesterday.

We already know which doctor (it's my doctor); *who belongs to the same tennis club as you* does not tell us which doctor we are talking about; it just adds extra information.

There are differences in grammar:

defining relative clauses	non-defining relative clauses
<ul style="list-style-type: none"> Don't have commas. Use the following relative pronouns: <i>who, which, whose, where, when and why</i>. Can use <i>that</i> instead of <i>who</i> or <i>which</i>. <i>who, which or that</i> can be omitted when they are the object of the clause: <i>The medicine (– / which / that) the doctor gave me should be taken twice a day</i> (the doctor is the subject and – / which / that the object of the clause). 	<ul style="list-style-type: none"> Use commas (or pauses in spoken English). Use the following relative pronouns: <i>who, which, whose, where and when</i>. Don't use <i>that</i>. The relative pronoun cannot be omitted.

Reported speech

Tense changes in reported speech

If the reporting verb (*said, told, admitted, warned, etc.*) is in the past, we tend to change the original verb to a past form as well. Here are some changes we make:

present simple → past simple	'I live in Berlin.'	She said she lived in Berlin.
present continuous → past continuous	'I'm watching TV.'	He said he was watching TV.
present perfect → past perfect	'I've seen the film already.'	She said she had seen the film already.
past simple → past perfect	'I missed the concert.'	He told me he had missed the concert.
will → would	'I'll phone you soon.'	She promised she would phone me soon.

We also change these modal verbs:

can → could	'I can understand German, but I can't speak it.'	She said she could understand German but she couldn't speak it.
may → might	'I may give the book to John.'	Sam suggested he might give the book to John.
must → had to	'I must cook dinner.'	Tanya said she had to cook dinner.

We do not change these modal verbs in reported speech: *could, would, should, might, ought to and used to*: '*I would prefer to study in London.*' → She said that she **would prefer to study** in London.

must can change to *had to*:

'*You must read* this text for the next lesson.' → My teacher told me I **had to read** the text for the following lesson.

But we don't change *must* when:

- it's negative:
'*You mustn't tell* Katya our secret.'
→ Ana told Stefan he **mustn't tell** Katya their secret.
- it expresses a deduction:
'*Arturo must still be asleep.*'
→ She said that Arturo **must still be asleep**.

Note: If the reporting verb is in a present tense, no tense changes are necessary: '*I'll help* you with your homework.' → She says she'll help me with my homework.

Questions in reported speech

To report a question, we make the following changes.

- We change the word order in the question to the same as a normal sentence.
- We make the same tense changes as in reported speech (see above).
- We use the same question words (*when, how, etc.*): '*How long have you been living in London?*' → She asked me how long I had been living in London.
- 'When can I phone you?' → Abdullah asked Magdi when he could phone him.
- We do not use the auxiliary verbs *do, does* and *did*; the question has the same form as a normal sentence: '*What time does the lesson start?*' → Ludmila asked what time the lesson started.
- We use *if* or *whether* with Yes/No questions: 'Can I come to your party?' → Aniela wanted to know whether she could come to our party.

We often use these verbs and phrases to introduce reported questions: *ask, wonder, want to know, enquire*.

Pronoun, adjective and adverb changes in reported speech

We usually make the following changes:

you → he/she/they	'I spoke to you earlier.'	He said he had spoken to her earlier.
• your → his/her/ their • our → their	'I saw your brother earlier.'	He mentioned that he had seen her brother earlier.
this/that (as pronouns) → it	'You should give this to Joan.'	She told him he should give it to Joan.
this/that/these/ those + noun → the + noun	' This work is very good.'	She told him the work was very good.

Remember that references to times also need to change in reported speech:

'I saw Adam **this morning**.' → She said she had seen Adam **that morning**.

Other changes include:

present reference	• today • this week / this month / this year	• that day • that week / that month / that year
future reference	• tomorrow • next month/ next year	• the next / the following day • the next / the following month/year
past reference	• yesterday • last week/ month/year	• the day before OR the previous day • the previous week/month/ year OR the week/month/ year before

Descriptions of place also frequently change: 'Did I leave my book **here**?' He asked if he'd left his book **there**.

Imperatives in reported speech

We use verb + infinitive to report orders and commands:

'Fetch that book!' → She asked him **to fetch** the book.

'Don't look out of the window!' → She told him **not to look** out of the window.

Reporting verbs

There are many verbs which we can use to introduce reported speech, each followed by different grammatical patterns. You will see that most verbs can be followed by more than one grammatical pattern.

verb + infinitive

- agree: Magda **agreed to look after** the children.
- offer: She **offered to take** the children to the zoo.
- promise: She's **promised to phone** me later.

verb + object + infinitive

- advise: The doctor **advised Mrs Carter to take** a long holiday.
- ask: The neighbours **asked us to turn** our music down.
- invite: Patsy **has invited me to go** to the party with her.
- order: The police **ordered everyone to leave** the building.
- persuade: I **persuaded my mother to take** a holiday.
- remind: Can you **remind me to phone** Stephen?
- tell: Carl **told Jane to close** all the windows.
- warn: They **warned us not to walk** on the ice.

verb + preposition + noun or verb + -ing

- accuse of: Sophie **accused Marcel of stealing** her books.
- admit to: Bill **admitted to the mistake**.
Sally **admitted to taking** the money.
- apologise for: Tommy **apologised for the accident**.
Mandy **apologised for being** late.
- complain about: The neighbours **have been complaining about the noise**.
We **complained about being** given too much homework to do.

verb + noun or verb + -ing

- admit: Danny **admitted the theft**.
Sue **admitted stealing** the money.
- deny: Silvia **denied the crime**.
Sean **denied causing** the accident.
- recommend: I can really **recommend this book**.
I **recommend cycling** as a way of getting fit.
- suggest*: Jasmine **suggested the solution** to the problem.
Mike **suggested going** climbing at the weekend.

verb + (that) + sentence

- admit: Sally **admitted (that)** she had taken the money.
- agree: The headteacher **agreed (that)** the exam had been too difficult.
- complain: We **complained that** we had been given too much homework to do.
- deny: Pablo **denied that** he had caused the accident.
- explain: She **explained that** she wasn't feeling very well.
- promise: Mandy **promised (that)** she would phone later.
- recommend: The doctor **recommended (that)** I take more exercise.
- say: Robin **said (that)** he was going swimming later.
- suggest*: Liz **suggested (that)** I should try the shopping centre on the edge of town.

verb + object + (that) + sentence

- persuade: *I persuaded my mother that she should take a holiday.*
- promise: *Lynn promised Charlie (that) she would phone him later.*
- remind: *Can I remind you (that) you've got to phone Stephen?*
- tell: *The school told the students (that) they had the rest of the day free.*
- warn: *Nobody warned me (that) my grandmother was visiting us today.*

***Note:** suggest is never followed by the infinitive. The following patterns are possible:

- suggest + verb + -ing:
Maria suggested buying a new computer.
- suggest + noun:
Phil suggested the idea.
- suggest + (that) + sentence:
Tony suggested that they played football that afternoon.
- suggest + (that) + should:
Chantal suggested (that) I should write a letter.

Other common patterns are:

- ask + if/what, etc. + sentence:
*She asked me what I was doing.
He asked me if I was free.*
- invite + object + to + noun:
Patsy has invited me to the party.

→ See also page 166: Infinitive and verb + -ing forms

→ See also page 177: The passive – the passive with reporting verbs

so and such, too and enough

so and such

so and such (a/an) mean 'very', 'extremely':

That was so kind of you!

I've had such a nice time.

We use so and such (a/an) to talk about cause and effect:

He was so late that he missed the beginning of the exam.

She gave such a good performance that she won an Oscar.

so + adjective or adverb (+ that):	such + adjective + uncountable noun / plural noun (+ that)
<ul style="list-style-type: none"> • He was so nervous before the exam that he couldn't sleep at all. • That remark was just so silly! • He cooks so well that I think he'll win the competition. 	<ul style="list-style-type: none"> • She tells such good jokes. • Switzerland has such spectacular scenery that we always choose it for our holidays.

so + much/many/few/little + noun (+ that)	such a/an + adjective + singular countable noun (+ that); such a lot of ...
<ul style="list-style-type: none"> • We had so little money left at the end of our holiday that we had to sleep on a bench in the station. • Marta makes so many mistakes when she's speaking! 	<ul style="list-style-type: none"> • Why did you come in such an old pair of jeans? • It was such a beautiful day that we decided to go for a picnic. • Elena's got such a lot of friends that the telephone never stops ringing.

We also use such (+ noun) to mean 'of a similar type':

When children commit crimes, adults are often shocked.

*Fortunately **such behaviour** is not as common as newspapers make us believe.*

too and enough

- too means 'more than is needed or wanted':
She's **too old** to join the police.
- enough means 'as much as is necessary or needed':
Have we got **enough eggs** to make a cake?

too + adjective (+ noun) + (for somebody) (+ infinitive)	adjective/adverb + enough + (for somebody) (+ infinitive)
He's too young to drive . That suitcase is too heavy for me to lift .	This coffee is not warm enough ! Please heat it up again. Franz didn't answer the questions convincingly enough to get the job . That hotel is not smart enough for her .
too + adverb + (for somebody) (+ infinitive); too much / too many + noun + (for somebody) (+ infinitive)	enough + noun + (for somebody) (+ infinitive)
You're driving too dangerously . Please slow down. They brought too much food for us to eat . I've received too many emails to answer .	Have you got enough money to get to London ? There isn't enough cake in the cupboard for me to give some to everyone .

Spelling

Spelling changes when adding -ed, -ing, -er and -est to words

We double the final consonant when we add -ed, -ing, -er or -est to words:

- which are one syllable and end in a consonant-vowel-consonant: **stop – stopped**, **hit – hitting**, **flat – flatter**
- which have two or more syllables which end in consonant-vowel-consonant and the final syllable is stressed: **admit – admitted**, **occur – occurring**

Note: In British English, we always double a final 'l' after a single vowel: **travel – travelling**, **cancel – cancelled**

We don't double the final consonant when:

- there are two final consonants: **send – sending**, **hard – hardest**
- there are two vowels before the final consonant: **appeal – appealed**, **mean – meanest**
- the word ends in a vowel: **strike – striking**, **safe – safest**

- for a verb, the stress is not on the final syllable: **open – opening**
- the word ends in -w, -x or -y: **slow – slower**, **relax – relaxing**, **display – displayed**

When adding -ed, a final 'y' after a consonant becomes 'i': **study – studied**, **lovely – loveliest**

When adding -ing, a final 'y' after a consonant does not change: **study – studying**

Note: Notice how the spelling of these words changes:
lie – lying – lied; **die – dying – died**; **lay – laying – laid**;
try – trying – tried

Spelling changes when adding prefixes and other suffixes

We normally do not change the spelling of the base word when we add a prefix or a suffix:
need – unneeded, **arrange – arrangement**

However:

- we drop the final 'e' when there is a consonant before it and the suffix begins with a vowel (-er, -ed, -ing, -ance, -ation, etc.): **irritate – irritating**, **fame – famous**
- we do not drop the final 'e' when the suffix begins with a consonant: **safe – safety**, **manage – management**
- a final 'y' becomes 'i': **industry – industrial**

Adding prefixes

When we add a syllable like **un-**, **dis-**, or **in-** before the word to make it negative, we do not change the spelling, e.g. with **dis-** and **un-**: **appoint – disappoint**, **satisfied – dissatisfied**, **like – unlike**, **necessary – unnecessary**

Note: Before words beginning with 'r', we use **ir-**: **irrelevant**; before words beginning with 'm' or 'p', we use **im-**: **immature**, **impatient**; before words beginning with 'l', we use **il-**: **illogical**, **illiterate**.

These words are frequently misspelled by exam candidates:



The most common spelling errors by candidates

accommodation advertisement beautiful because
beginning believe between children
comfortable communicate convenient
country/countries course different
embarrassed/embarrassing environment excellent
experience government loose lose necessary
nowadays opinion opportunity/opportunities
prefer receive recommend restaurant society
their until wealthy which

The passive

The passive is formed by the verb *to be* + past participle (*done/eaten/cleaned*, etc.).

active	passive
<ul style="list-style-type: none"> • They ate all the food very quickly. • We've sold the car. • It's nice when people invite me to dinner. • On a clear day, you can see Ibiza from the mainland. 	<ul style="list-style-type: none"> • All the food was eaten very quickly. • The car has been sold. • It's nice when I'm invited to dinner. • On a clear day, Ibiza can be seen from the mainland.

We use the passive when:

- what happens is more important than who does it:
The car has been repaired, so we can go away this weekend.
- we don't know who or what does/did something:
My mobile phone has been stolen!
- we don't need to say who or what does/did something because it's obvious from the situation or context:
The law was passed earlier this year (obviously by a government).
- when writing in an official style:
Your ticket has been booked and can be collected from our office.

The passive with get

- We can use *get* instead of *be* to form the passive, especially when we want to say that something happened to someone or something:
He got hurt playing football yesterday. (He was hurt.)
I'm afraid we were playing football and one of your windows got broken. (One of your windows was broken.)
- get* is used mainly in informal spoken English.
- We only use *get* when something happens or changes:
He got arrested by the police.
- It is not possible with state verbs:
~~The car got owned by a film star.~~ *The car was owned* by a film star.

The passive with reporting verbs

We often use the passive to report what people say, think, etc., especially when we don't know who said it or thought it, or it's not important:

The Queen is thought to be suffering from a heavy cold.
Fernando Alonso is considered to be the best Spanish Formula One driver of all time.

This use of the passive is common in news reports.

We use three possible forms:

- *He/She is said/thought/considered, etc. + infinitive:*

Lions are known to hunt in this area.

Elena is thought to be highly intelligent.

- Verbs that we can use with this pattern are:

consider	expect	feel	know	say	suppose	think
understand						

- To talk about the past, we can use: *She is said to have played/eaten/been, etc.:*

The Prime Minister is understood to have spoken to the rebels on the phone.

- It is said/thought/considered, etc. + that + a sentence:

It is thought that Elena is highly intelligent.

It is known that lions hunt in this area.

- Verbs that we can use with this pattern are:

agree	announce	consider	decide	expect	feel
find	know	propose	recommend	say	suggest
suppose					
think understand					

- *It is agreed/planned, etc. + infinitive:*

It has been agreed to change the dates of the meeting.

- Verbs that we can use with this pattern are:

agree	decide	forbid	hope	plan	propose
-------	--------	--------	------	------	---------

Using commas

We use commas (,):

- when we make lists:

I like playing tennis, listening to music, chatting with friends and watching TV.

Note: We don't use a comma with the final item on the list; we use *and*.

- to separate adjectives when there are a number of adjectives before the noun:

He's an enthusiastic, hard-working student.

Note: With short common adjectives, commas are not necessary:

My village is quite a friendly little place.

- after an adverb or a short introductory phrase at the beginning of a sentence such as *first, as a result, consequently, for this reason, all in all, generally, finally, however, in my opinion, etc.:*

Generally, people in my country start university aged 19.

In my opinion, young people should help their parents to do the housework.

- after a time phrase at the beginning of a sentence:
In 2014, he left school and went to university.
- after clauses at the beginning of sentences starting with *if, unless, when, while, after, before, although, even though, whereas, as, etc.*:
When everyone in a family helps with the housework, they have a better relationship.
- when we join two sentences with *but*, we often put a comma before *but*:
He got quite good marks in his exams, but he wasn't happy with his results.

Using it, this, that or they

We use *it, this* and *that* (in the plural *they, these* and *those*) to refer to something we have already mentioned. Often more than one of them is correct in the context. However:

- we use *it* when we are not making any emphasis:
I prefer listening to live music. It's more spontaneous.
- *this* and *that* are more emphatic in drawing attention to the thing just mentioned:
People usually listen to music through headphones.
There's some evidence that this damages their hearing.
- we often use *this* when:
 - we still have something more to say about the thing we are referring to:
File sharing has become a common activity. This is having serious effects on the music industry.
 - we refer to the second of two things mentioned in the previous sentence. Compare:
 - 1 While many festivals are welcomed by local people, they are usually very **noisy**. **This** means that people living in the district find it hard to sleep. (*This* = the noise)
 - 2 While many **festivals** are welcomed by local people, **they** are usually very noisy. Also, they are normally held in the summer. (*they* = the festivals)
- we often use *that* in conditional sentences:
I think that every town and village should have a festival if that is what local people want.

Verb tenses

Simple and continuous forms

- Present simple describes a situation which is permanent, or happens regularly:
*Paul **lives** in London.*
*He **catches** the bus at eight every morning.*
- Present continuous describes a temporary situation or one in progress:
*I'm **staying** with my aunt while Mum and Dad are away.*
*He's **playing** tennis at the moment.*

State verbs

We do not usually use verbs which describe states, not actions, in the continuous. These verbs describe:

- thoughts: *believe, know, remember, think* (meaning 'believe'), *feel* (meaning 'believe'), *suppose*, etc.
- feelings: *love, like, hate, want, prefer*, etc.
- senses: *smell, hear, taste, see, feel, touch*
- possession: *have, belong, own*, etc.
- the verb *to be*

Note:

- When *think* means 'to use your brain to plan something, solve a problem, make a decision', etc., it can be used in the continuous:
*I'm **thinking** about what to do today. (I'm planning.)*
- When *feel* means 'to experience something physical or emotional', it can be used in the continuous:
*I don't want to come to the party because I'm **feeling** tired.*

Candidates often spell these words wrong:



writting writing studing studying comming coming

→ See also page 176: Spelling

Present perfect simple and continuous

Both the present perfect simple and present perfect continuous talk about something which started in the past and:

- either has a result in the present:
*He's **twisted** his ankle, so he can't play football with us this afternoon.*
*I've been **partying** all weekend, so I'm feeling tired now.*
- or is still happening now:
*We've been **building** an extension to our house (and we haven't finished yet).*

Often they are interchangeable. However:

The present perfect simple	The present perfect continuous
emphasises the result : <i>I've phoned all my friends and they're coming to the party.</i>	emphasises the action : <i>I've been phoning my friends (and that's why I haven't done my homework).</i>
says how much of an activity is complete : <i>I've written two essays.</i>	says how long the activity has been in progress : <i>I've been studying all afternoon.</i>

may give the idea that something is permanent (and may be accompanied by a time expression which shows this): <i>My dad has worked in the same shop all his life. I've always lived here.</i>	may give the idea that something is temporary (and may be accompanied by a time expression which shows this): <i>I've been working here for the last two months until I go to university.</i> <i>We've been eating dinner in the garden during the warm weather.</i>
is used when we want to say how many times an action has been repeated: <i>I've invited her two or three times, but she always says she's busy.</i>	when we want to emphasise the process of change over a period of time and that these changes are not finished: <i>My teacher says my English has been improving since I started doing my homework!</i>

Remember! State verbs are not normally used in the continuous.

→ See also page 178: Verb tenses – state verbs

Past simple, past continuous and used to

Past simple

We use the past simple to talk about:

- actions or events in the past: *I visited Egypt last year.*
- actions or events which happened one after another: *I saw the Pyramids, then I went round the Cairo Museum and later I went to a traditional restaurant.*
- things which happened for a long time in the past: *She lived in Zurich for ten years from 2003 to 2013.*

Past continuous

We use the past continuous to talk about:

- an activity which started before and continued until an event in the past:
He was riding to school when his motorbike broke down.
(The activity of riding was interrupted by the problem with the motorbike.)
- an activity which started before and continued after an event in the past:
I was watching television when the news was announced.
(I continued to watch television afterwards.)

Remember! State verbs are not normally used in the continuous.

→ See also page 178: Verb tenses – state verbs

used to

We use used to to talk about:

- situations or states in the past which are not true now:
My maths teacher used to be in the army.
- repeated activities or habits in the past which do not happen now:
She used to run in the London Marathon every year until she injured her leg.

Note: We only use used to in the past:

She used to run in marathons.

Did you use to run in marathons?

I didn't use to run in marathons.

- When we want to talk about habits in the present, we use the present simple with an adverb like usually, every day, etc.:
I usually drink tea with my lunch.
He catches the same train every day.

Past perfect simple and continuous

Past perfect simple

We use the past perfect simple:

- to indicate that we are talking about something which happened before something which is described in the past simple:
When he got to the station, his train had already left.
Compare this with:
When he got to the station, his train left.
This indicates that the train left at the time he arrived.
- typically with time expressions such as when, as soon as, after, before, etc.:
She started driving before he'd fastened his seatbelt.
- often with these adverbs: already, just, never:
He'd never eaten steak and kidney pie until he came to England.

Past perfect continuous

We use the past perfect continuous to show that we are talking about something which happened before something which is described in the past simple, but it:

- focuses on the length of time:
Mandy needed a walk because she'd been sitting down all day.
- says how long something happened up to a point in the past:
It was two months before any of the teachers noticed that Paula hadn't been coming to school.
He'd been playing for Arsenal for only two games when he scored his first goal.

→ See also page 176: Spelling

wish, if only and hope

We use wish / if only + past simple to say we would like a present situation to be different:

I wish I had a warmer jacket. (This one doesn't keep me warm.)
If only it was the summer holidays! (But it isn't – I'm still at school.)

Note: This use of wish / if only is similar to second conditional, i.e. it uses a past tense to refer to something which is contrary to the facts in the present.

We use wish / if only + would to say:

- we want something to happen:
I wish my car would start. (I can't make it start and I want it to start.)
- we want someone to start doing something they don't do:
If only you'd listen to me!
- or we want someone to stop doing something which annoys us:
If only my mum wouldn't phone me every five minutes!

We use wish / if only + past perfect to talk about things which we are unhappy about which happened in the past:
He wishes he had studied harder when he was at school.
(He didn't study hard enough – perhaps if he had studied harder he would have gone to university.)

Note: This use of wish / if only is similar to third conditional, i.e. it uses a past perfect tense to refer to something which is contrary to the facts in the past.

If only means 'I wish'. When talking about other people, we use *he wishes*, *they wish*, etc. We use *if only* when we feel something very strongly. Otherwise we use *I wish*.

We use *hope* when we want something to happen or to be true, and usually have a good reason to think that it might:
I hope you have a good holiday.

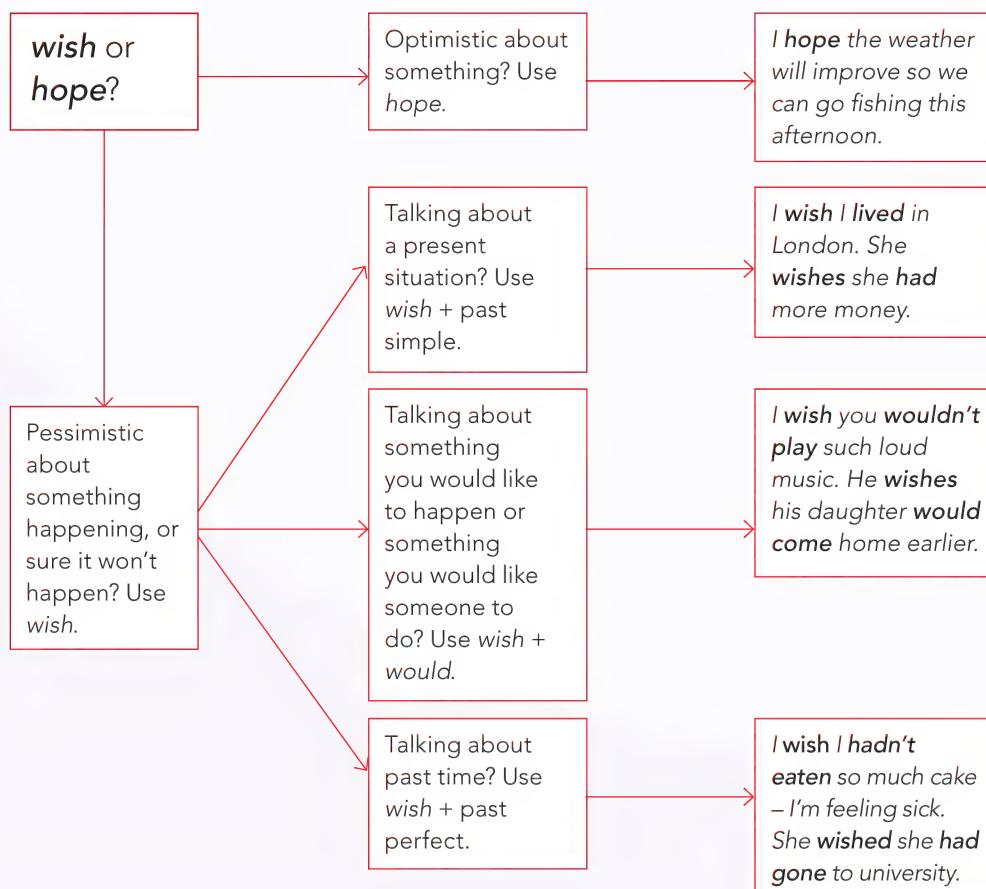
She hopes her students will get a high grade in their exams.

Note: We use *hope* + present/future tense with a future meaning, especially when the subject of the two clauses is different, i.e. *I* and *you* in *I hope you have a good holiday*. We often use *hope* + infinitive when there is only one subject to the sentence:

He hopes to go into politics in the future. (He hopes he'll go into politics in the future.)

We can use *hope* when we want something to be true about the past, but we don't know if it is true:

I hope you had a good flight. (but I don't know if you had a good flight.)



Word formation

Forming personal nouns

You can form personal nouns (nouns which describe people who do particular activities) by adding:

- -er, -or, -ant, -ee to a verb, e.g. *entertain* – *entertainer*, *operate* – *operator*, *inhabit* – *inhabitant*, *refer* – *referee*
- -ist, -ian, -man/-woman/-person to a noun, e.g. *motor* – *motorist*, *electricity* – *electrician*, *post* – *postman*

Adding prefixes

Prefixes to give negative meanings

You can give some words the negative meaning by adding a prefix (e.g. *dis-* + *like* = *dislike*) to the beginning of a word. Here are some common prefixes which give a negative meaning:

- *dis-*: *discourage*
- *in-*: *inexperienced*
- *un-*: *unbelievable*

Before many words beginning with:

- 'l' we add the prefix *il-*: *illegal*
- 'm' and 'p' we add the prefix *im-*: *impatient*
- 'r' we add the prefix *ir-*: *irresponsible*

Other prefixes and their meanings:

- *mis-* usually means 'wrongly' or 'badly': *misunderstand* (= understand wrongly or badly)
- *re-* usually means 'do again' and is often added to verbs: *rewrite* (= write again)
- *inter-* means 'between or among': *interact*

Note: When you add a prefix to a word, the spelling of the original word does not change: *dis + satisfied* = *dissatisfied*

Adding suffixes

You can form verbs, nouns, adjectives and adverbs from other related or base words by adding a suffix (e.g. *appear* + *-ance* = *appearance*) to the end of the word. There are no clear rules – each word and the words which can be formed from it must be learned individually.

→ See also page 176: Spelling – spelling changes when adding prefixes and other suffixes

Some of the most common suffixes are listed below.

EP verb → noun

suffix	verb	noun
-ment	<i>adjust</i>	<i>adjustment</i>
-ation/-ition/ -tion/-sion	<i>combine</i> <i>define</i> <i>create</i> <i>divide</i>	<i>combination</i> <i>definition</i> <i>creation</i> <i>division</i>
-er/-or	<i>publish</i> <i>survive</i>	<i>publisher</i> <i>survivor</i>
-ance/-ence	<i>guide</i> <i>exist</i>	<i>guidance</i> <i>existence</i>
-ant	<i>inhabit</i>	<i>inhabitant</i>
-al	<i>approve</i>	<i>approval</i>
-ee	<i>employ</i>	<i>employee</i>

EP adjective → noun

suffix	adjective	noun
-ance/-ence	<i>relevant</i> <i>patient</i>	<i>relevance</i> <i>patience</i>
-ness	<i>friendly</i>	<i>friendliness</i>
-ity	<i>popular</i> <i>available</i>	<i>popularity</i> <i>availability</i>

EP noun → adjective

suffix	noun	adjective
-y	<i>boss</i>	<i>bossy</i>
-ful	<i>meaning</i>	<i>meaningful</i>
-ous	<i>fury</i>	<i>furious</i>
-less	<i>hope</i>	<i>hopeless</i>
-al	<i>emotion</i>	<i>emotional</i>
-ic	<i>optimist</i>	<i>optimistic</i>
-ish	<i>child</i>	<i>childish</i>

EP noun → noun

suffix	noun	noun
-ism	<i>critic</i>	<i>criticism</i>
-ist	<i>motor</i>	<i>motorist</i>
-ship	<i>partner</i>	<i>partnership</i>

adjective/noun → adjective/noun

suffix	adjective / noun	verb
-ify	<i>simple</i> <i>class</i>	simplify classify
-ise/-ize	<i>special</i> <i>critic</i>	specialise/specialize criticise/criticize

verb → adjective

suffix	verb	adjective
-ed	<i>educate</i>	educated
-ing	<i>mislead</i>	misleading
-able/-ible	<i>rely</i> <i>respond</i>	reliable responsible
-ent	<i>confide</i>	confident
-ive	<i>compete</i>	competitive

adjective → adverb

Adverbs are almost always formed by adding *-ly*. If the adjective ends in *-ic*, you change it to an adverb by adding *-ally*.

suffix	adjective	adverb
<i>-ly</i> / <i>-ally</i>	<i>simple</i> <i>organic</i>	simply organically

Words which are often confused



These words are often confused by candidates at Cambridge English: First.

Unit 4, Vocabulary, Exercise 1 (page 42)

food *noun* [U] something that people and animals eat, or plants absorb, to keep them alive: *baby food*.
There was lots of food and drink at the party.

dish *FOOD noun* [C] food prepared in a particular way as part of a meal: *a chicken/vegetarian dish*

meal *FOOD noun* [C] an occasion when food is eaten, or the food which is eaten on such an occasion: I have my main meal at midday. *You must come round for a meal sometime.*

Unit 6, Vocabulary, Exercise 1 (page 63)

fun or funny?

If something is **fun**, you enjoy doing it.
I really liked the skating – it was such fun.

1 If something is **funny**, it makes you laugh.
It's a very funny film.

2 If something is **funny**, it is strange, surprising, unexpected or difficult to explain or understand.
The washing machine is making a funny noise again.

possibility, occasion or opportunity?

A **possibility** is a chance that something may happen or be true. **Possibility** cannot be followed by an infinitive.
Is there a possibility of getting a job in your organisation?

An **occasion** is an event, or a time when something happens. Occasion does not mean 'chance' or 'opportunity'.
Birthdays are always special occasions.

An **opportunity** is a possibility of doing something, or a situation which gives you the possibility of doing something.

*The trip to Paris gave me an opportunity to speak French.
I have more opportunity to travel than my parents did.*

work or job?

Work is something you do to earn money. This noun is uncountable.
She enjoys her work in the hospital.

Job is used to talk about the particular type of work activity which you do. This noun is countable.
He's looking for a job in computer programming.

Unit 5, Vocabulary, Exercise 3 (page 54)

assist verb [I or T] *formal*: to help: *You will be expected to assist the editor with the selection of illustrations for the book.*

attend BE PRESENT verb [I or T] *slightly formal*: to go to an event, place, etc.: *The meeting is on the fifth and we're hoping everyone will attend.*

get to know sb/sth: to spend time with somebody or something so that you gradually learn more about them:
The first couple of meetings are for the doctor and patient to get to know each other.

join BECOME A MEMBER verb [I or T]: to become a member of an organisation: *I felt so unfit after Christmas that I decided to join a gym.*

take part: to be involved in an activity with other people:
She doesn't usually take part in any of the class activities.

know or find out?

If you **know** something, you already have the information.
Andy knows what time the train leaves.

If you **find** something **out**, you learn new information for the first time.

I'll ring the station to find out what time the train leaves.

learn, teach or study?

To **learn** is to get new knowledge or skills.
I want to learn how to drive.

When you **teach** someone, you give them new knowledge or skills.

My dad taught me how to drive.

When you **study**, you go to classes, read books, etc. to try to understand new ideas and facts.

He is studying biology at university.

Unit 7, Vocabulary, Exercise 2 (page 80)

look, see or watch?

See means to notice people and things with your eyes.
She saw a big spider and screamed.

Look (at) is used when you are trying to see something or someone. If **look** is followed by an object, you must use a preposition. The usual preposition is **at**.
I've looked everywhere, but can't find my keys.
I looked at the map to find the road.

Watch means to look at something for a period of time, usually something which moves or changes.
He watched television all evening.

listen, listen to or hear?

Use **hear** when you want to say that sounds, music, etc. come to your ears. You can hear something without wanting to.

I could hear his music through the wall.

Use **listen** to say that you pay attention to sounds or try to hear something.

The audience listened carefully.

Use **listen to** when you want to say what it is that you are trying to hear.

The audience listened to the speaker.

Unit 8, Vocabulary, Exercise 6 (page 87)

acting *noun [U]* the job of performing in films or plays:
He wants to get into acting.

audience *group noun [C]* the group of people gathered in one place to watch or listen to a play, film, someone speaking, etc., or the (number of) people watching or listening to a particular television or radio programme, or reading a particular book

performance *noun [C]* the action of entertaining other people by dancing, singing, acting or playing music

play *noun [C]* a piece of writing that is intended to be acted in a theatre or on radio or television

(the) public *noun [U + singular or plural verb]* all ordinary people

scene *noun [C]* a part of a play or film in which the action stays in one place for a continuous period of time

spectator *noun [C]* a person who watches an activity, especially a sports event, without taking part

stage *noun [C]* the area in a theatre which is often raised above ground level and on which actors or entertainers perform

Unit 9, Vocabulary, Exercise 1 (page 98)

stay *verb* to continue doing something, or to continue to be in a particular state:

He's decided not to stay in teaching.
The shops stay open until nine o'clock.

spend *verb* to use time doing something or being somewhere:

My sister always spends ages in the bathroom.

pass *verb* If you **pass** time, you do something to stop yourself being bored during that period:

The visitors pass their days swimming, windsurfing and playing volleyball.

make *verb (+ noun/adjective)* to cause to be, to become or to appear as:

It's the good weather that makes Spain such a popular tourist destination.

Don't stand over me all the time – it makes me nervous.

cause *verb* to make something happen, especially something bad:

The difficult driving conditions caused several accidents.

Some common collocations with **cause**: **cause trouble**, **cause problems**, **cause damage**, **cause traffic jams**, **cause stress**, **cause pollution**.

Note, however, these collocations:

have an effect (on): *The good weather has had a beneficial effect on his health and happiness.*

have/make an impact (on): *The anti-smoking campaign had/made quite an impact on young people.*

Unit 10, Vocabulary, Exercise 1 (page 110)

arrive (+ **at**) verb to reach a place, especially at the end of a journey:

It was dark by the time we arrived at the station.

You **arrive at** a building or part of a building:

We arrived at the theatre just as the play was starting.

You **arrive in** a town, city or country:

When did you arrive in London?

You **arrive home/here/there**: We arrived home yesterday.

get (+ **to**) verb to reach or arrive at a place:

If you get to the hotel before us, just wait at reception.

You **get home/here/there**:

What time does he normally get home?

reach verb to arrive at a place, especially after spending a long time or a lot of effort travelling:

We finally reached the hotel just after midnight.

It is not normally followed by a preposition. It is not normally used with *here* or *there*.

Unit 12, Vocabulary, Exercise 2 (page 129)

prevent verb to stop something from happening or someone from doing something:

Label your suitcases to prevent confusion.

avoid verb to stay away from someone or something:

We left early to avoid the traffic.

protect verb to keep someone or something safe from injury, damage or loss:

It's important to protect your skin from the harmful effects of the sun.

check verb to make certain that something or someone is correct, safe or suitable by examining it or them quickly:

You should always check your oil, water and tyres before taking your car on a long trip. After I'd finished the exam, I checked my answers for mistakes.

supervise verb to watch a person or activity to make certain that everything is done correctly, safely, etc.:

The UN is supervising the distribution of aid by local agencies in the disaster area.

control verb to order, limit, instruct or rule something, or someone's actions or behaviour:

If you can't control your dog, put it on a lead!

The temperature is controlled by a thermostat.

keep an eye on to watch or look after something or someone:

Will you keep your eye on my suitcase while I go to get the tickets?

Unit 13, Vocabulary, Exercise 2 (page 142)

space EMPTY PLACE noun [C or U] an empty area which is available to be used:

Is there any space for my clothes in that cupboard?

place AREA noun [C] an area, town, building, etc.:

Her garden was a cool, pleasant place to sit.

[U] a suitable area, building, situation or occasion:

University is a great place for making new friends.

room SPACE noun [C or U] the amount of space that someone or something needs:

That sofa would take up too much room in the flat.

area PLACE noun [C or U] a particular part of a place, piece of land or country:

All areas of the country will have some rain tonight.

location POSITION noun [C or U] SLIGHTLY FORMAL a place or position:

The hotel is in a lovely location overlooking the lake.

A map showing the location of the property will be sent to you.

square SHAPE noun [C] an area of approximately square-shaped land in a city or a town, often including the buildings that surround it:

A band were playing in the town square.

Writing reference

What to expect in the exam

The Writing paper is Paper 2. It lasts 1 hour and 20 minutes. You do two tasks.

- In Part 1, there is one task (an essay) which you must do.
- In Part 2, you choose one of three tasks.

Part 1: Essays

You write an essay. The purpose of an essay is for you to discuss a subject, express your opinion and give reasons for your opinion.

You are given an essay title and some notes.

- You must write an essay answering the essay question and using all the notes. The task will tell you: *In your English class, you have been talking about / discussing ... Now your English teacher has asked you to write an essay.*

The notes outline three areas you must cover. The final note will always be your own idea.

- Your essay must be between 140 and 190 words.

The title will ask you to write one of **two** types of essay:

- 1 An essay in which you are asked to discuss a statement and give your opinion, e.g. *Private cars should be banned from city centres. Do you agree?*
- 2 An essay in which you are asked to discuss which of two things is better, e.g. *Is it better for students to study something they really enjoy when they leave school, or something which will give them a good job?*

You should:

- cover the two points you are given in the notes as well as your own idea in the third point
- organise your answer in a logical way using paragraphs and linking sentences and paragraphs appropriately
- express your opinion clearly on the subject of the essay
- give reasons and examples to support your ideas
- use a style appropriate for the situation (this should be quite formal, as it is an essay for your teacher)
- write grammatically correct sentences
- use accurate spelling and punctuation.

You have 40 minutes to do this part (the Writing paper lasts 1 hour 20 minutes, so if you spend more time on this part, you will have less time for the other part).

You studied and practised writing essays for Part 1 in Units 1, 5, 8, 11 and 14.

How to do Part 1

- 1 Read the instructions, i.e. the task (what you have talked about in class, the essay title and the notes) carefully.
- 2 Underline the areas you must deal with in the essay title and in the notes. You'll lose marks if you don't deal with them all.
- 3 Think and decide what your opinion or position is on the subject of the essay and why you have this opinion.
- 4 Think and make notes about how you can cover the points listed in the notes.
- 5 Organise your notes into a plan. When writing your plan, decide how many paragraphs you need and what each paragraph will cover. Your plan should include short introductory and concluding paragraphs (see Units 5 and 11).
- 6 Before writing your essay, check that your plan covers the three areas.
- 7 Write your essay following your plan.
- 8 Make sure you express your opinion clearly in your answer and that the arguments you express support your opinion.
- 9 When you have finished, read your answer carefully. Check you have written between 140 and 190 words and correct any mistakes you find.

Note: If you write fewer than 140 words, you probably haven't answered the question/task completely and you will lose marks. If you write more than 190 words in the time, you may make too many mistakes and risk being irrelevant. Also, if you write too much, the examiner will stop reading after about 200 words and you will lose marks for an incomplete answer.

Exercise 1

- 1 Read this writing task, which asks you to discuss an opinion, and underline the areas you must deal with.
- 2 Decide what your position or opinion is and why.
- 3 Think how you can cover notes 1 and 2 to support your position/opinion.
- 4 Think what your own idea is and how you can use this to support your position/opinion.

In your English class, you have been talking about how long young people should stay in education.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

All young people should continue at school or college until at least the age of 18. Do you agree?

Notes

Write about:

1. qualifications for jobs
2. students who don't like school
3. (your own idea)

Write your **essay**.

Exercise 2

Read the essay in the next column and complete this plan for it.

Para. 1: Introduction: the situation now +

Para. 2: Why stay at school:

 1st reason

 2nd reason

Para. 3: Why leave school:

 1st reason

 2nd reason

Para. 4: My own idea: + solution:

Para. 5: My opinion + reason(s)

Write a brief introductory paragraph where you:

- explain the present situation
- outline your position/opinion.

An essay for your teacher has quite a formal style, so don't use contractions.

Use linking words and phrases to help your readers follow the ideas.

Although in my country compulsory education finishes at the age of 16, I believe that young people should continue in education at least till they are 18.

There are two good reasons for encouraging young people to stay at school. Firstly, because jobs are becoming more and more specialised and technical, **it is** almost impossible for 16-year-olds to find work. Secondly, if they stay at school, they will receive the education and training which will create more opportunities for them in the future.

On the other hand, many students would like to leave school at 16. This is because they find school difficult or they **do not** enjoy studying. They would prefer to be working and earning money.

A **further point** is that unmotivated students disrupt lessons, and this causes problems for students who do want to study. **Therefore**, after 16 they should only study technical or practical subjects that interest them.

In conclusion, I believe it is a mistake for people to leave school too soon, because they will miss opportunities which may arise in the future.

Exercise 3

Read this writing task and underline the areas you must deal with.

In your English class, you have been talking about the advantages and disadvantages of travelling abroad on holiday.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Is it better to visit places in your own country or a foreign country when you go on holiday?

Notes

Write about:

1. **which is more interesting**
2. **which is cheaper**
3. (your own idea)

Write your **essay**.

Exercise 4

Read this essay. It shows a different way of organising an essay from the sample answer in Exercise 2. How is this essay organised differently?

There are strong arguments in favour of both staying in your own country and travelling abroad. I personally think that people should do both.

There are several reasons for staying in your own country.

Firstly, I think it's important to know, enjoy and feel proud of your country and there is usually a lot which is fascinating about its history and culture, which is important to learn and experience. Secondly, you may be able to save money by finding cheaper accommodation. Finally, because you speak the language, you will avoid many of the problems you might have when travelling abroad.

On the other hand, when you go abroad, you can learn from the way other people live. Also, if you choose the right destination, it may be just as cheap as travelling in your own country, especially if you use youth hostels. Finally, it gives you an opportunity to learn and practise other languages, which is good for your education.

For these reasons, I think that people should travel abroad from time to time, but also spend time visiting their own country to appreciate what is good and interesting in both.

You don't have to choose one option or the other if you think both have advantages.

Giving reasons for your point of view

- ... because / since ...
- Because of this, ...
- For this reason, ...
- That is why ...
- One of the main reasons is that ...

It helps the reader if you have a short sentence or phrase at the beginning of the paragraph stating the topic.

Expressing results

- As a result/consequence, ...

Use a variety of grammatical structures, e.g. conditionals and relative clauses.

Expressing consequences

- In consequence, ...
- Consequently, ...
- ... which means that ...

Introducing your conclusion

- In conclusion, ...
- To conclude, / sum up, / summarise, ...

Introducing a personal opinion

- In my opinion, ...
- I think ...
- I feel ...
- I believe ...
- From my point of view, ...

Ways of expressing contrasts

- However, ...
- On the one hand, ... On the other hand, ...

→ page 168 Language reference: Linking words for contrast

Introducing other people's opinions (often ones you don't agree with)

- Some people think/say ...
- Many people argue that ...
- It is sometimes/often argued/suggested/said that ...

Putting your ideas in order

- There are two good reasons for ...
- On the other hand, there are a number of reasons against ...
- Firstly ... / Secondly ... / Finally ...
- Also ... / Furthermore ... / What is more ...

Part 2

In Part 2, you must choose from one of three writing tasks.

- The tasks you choose from will be three of these four possibilities: an article, an email/letter, a report or a review. It is important to know how to write all of these possibilities so you can make the best choice in the exam.
- You must answer the task with your own ideas. In most tasks, there are two things you must deal with.
- You must write between 140 and 190 words.

This part tests your ability to:

- deal with the type of task you have chosen
- use an appropriate style for the task you have chosen
- organise and structure your writing
- express opinions, describe, explain, make recommendations, make suggestions, etc.
- use an appropriate range of vocabulary and grammatical structures.

How to do Part 2

- Quickly read the questions and choose the task you think you can do best.
- Read the task you choose carefully and underline:
 - who will read what you write
 - the points you must deal with
 - anything else you think is important
- Decide if you need a formal or informal style.
- Think of ideas you can use to deal with the question and note them down while you're thinking.
- Decide which ideas are the most useful and write a plan. When writing your plan, decide how many paragraphs you need and what to say in each paragraph.
- Think of useful vocabulary you can include in your answer and note it down in your plan.
- Write your answer following your plan.
- When you have finished, read your answer carefully. Check you have written between 140 and 190 words and correct any mistakes you find.

Emails and letters

You studied and practised writing an email/letter in Units 6 and 12.

Exercise 1

Read the writing task below and underline:

- 1 who the reader(s) will be
- 2 what points you must deal with
- 3 anything else you think is important.

You have received this letter from an English friend, Pat.
Read this part of the letter.

I'm doing a project on family life in different countries and I wonder if you could tell me a bit about family life in your country. I'd like to know what a typical family in your country is like and how family life is changing.

Write your letter.

Exercise 2

Read Teresa's answer below.

- 1 What details does she give of a typical family in Spain?
- 2 How is family life changing?

Dear Pat,

Thanks for your letter asking for information about family life in Spain. Families in Spain are still very close, and family members take a lot of trouble to spend time together and help each other. Families often get together at weekends, and young people normally live with their parents until they are 25 or 30. People tend to get married in their 30s, which means that they start to have children quite late. As a result, families usually have just one or two children.

However, family life is changing. One of the main reasons is that most women now work. As a consequence, men have to take more responsibility in the home.

Another change is that, because both partners work, people are richer, so more and more families are now moving out of the cities to larger houses in the suburbs.

I hope that answers your questions. Please write to me if you need any more information. I'd love to see your finished project and read what you say about family life in other countries too.

Love,
Teresa

Write a natural introduction and conclusion.

Use linking words and phrases, e.g.
As a result,
However,
As a consequence
...

Starting and finishing emails and letters

You know the person well

	emails	letters
start with	Dear/Hello/Hi + name: Hi Magda, Hello Francesco	Dear Barbara,
finish with	Best wishes, / All the best,	Best wishes, / Love, / With love,

You don't know the person well

	emails	letters
start with	Dear + first name: Dear Barbara (if you would use their first name when you speak to them) Dear + surname: Dear Mr Hatton (if you don't feel comfortable using their first name)	Dear Mr Hatton, (if you know the person's name) Dear Sir or Madam, (if you don't know the person's name)
finish with	Best wishes, / Kind regards,	Yours sincerely, or Yours, (if you know the person's name) Yours faithfully, (if you don't know the person's name)

Starting the first paragraph of a letter or email

- Thanks for your email ...
- Thank you for your letter about ...
- I am writing to request information about / complain about / apologise for / explain, etc.

Referring to something in a letter or email which you're replying to

- Your short film sounds an excellent idea and ...
- As for the audience, ...
- With reference to the audience, ...
- You mentioned/asked about the audience in your letter and ...

Making suggestions

- How about + verb + -ing:
How about holding the meeting on the 5th?
- What about + verb + -ing:
What about having a meal in a restaurant afterwards?
- It might also be a good idea to:
It might also be a good idea to visit the museum.
- Can I suggest that ...?:
Can I suggest that you give your talk on 5th May?
- I suggest + verb + -ing:
I suggest holding the meeting on 4th November.

Asking for information

- Could you tell me ...
- I would / I'd like to know if ...
- I would / I'd like information on ...
- Do you know if/whether/when/what, etc.

Complaining

- I'm not very happy about + noun/verb + -ing:
I'm not very happy about the price. I'm not very happy about paying so much.
- I would like to complain about + noun/verb + -ing:
I would like to complain about traffic noise in our street.
I would like to complain about children playing football in our street.
- I am writing to complain about + noun/verb + -ing:
I am writing to complain about the service I received at your hotel recently.

Apologising

- Sorry about + noun / verb + -ing (informal):
Sorry about being late for the concert last Saturday.
- I would like to apologise for + noun / verb + -ing:
I would like to apologise for arriving late for the concert on Saturday.

Inviting

- How about ...?:
How about coming windsurfing with me next weekend?
- Would you like to ...?:
Would you like to travel together?
- I would like to invite you to ... + noun/infinitive:
I would like to invite you to visit our town next summer.
I would like to invite you to my house next weekend.

Giving advice

- You should ...
- If I were you, I would / I'd ...
- It would be a good idea to ... + infinitive

Reports

You studied and practised writing reports in Units 3 and 9.

Exercise 1

Read this task and answer the questions below.

Your teacher has asked you to write a report on things for young people to do in their free time in the area where you live. In your report, you should mention what free-time facilities there are and recommend improvements.

Write your report.

- 1 Do you think you should use a formal or informal style for this report?
- 2 Read Christine's report on the right.
 - Is the style formal or informal?
 - Does it answer the question completely?

Report on free-time facilities in my area

Introduction

The aim of this report is to outline what young people do in my area in their free time, what facilities exist for them and how **these could be made better**.

Free-time activities

My town, Beauvoir, is quite small, so it does not have a cinema or theatre and there is only one club for young people. As a result, young people have to take the train or bus to Nantes, which is about 30 kilometres away if they want these things. On the other hand, it is situated by the sea, so many young people spend their free time on the beach or doing water sports.

Other facilities

Beauvoir has a sports centre with tennis courts, a football pitch and a swimming pool. There are also a number of cafés where young people normally go to meet each other and spend their free time.

Recommendations

I **recommend that** the town council should set up a youth club where young people could meet, do other activities and also see films.

This would encourage young people to stay in the town at weekends and improve their social life.

Notice the layout.

The report has:

- a title
- is divided into sections
- each section has a heading.

Normally, we state the aim or purpose of the report at the beginning.

Avoid repeating exactly the words of the question, e.g. the question says *recommend improvements*, but the report says *how these could be made better*.

Give reasons for your recommendations.

Starting a report

- The aim of this report is + infinitive: *The aim of this report is to outline ...*
- The purpose of this report is + infinitive: *The purpose of this report is to describe ...*

Making recommendations and suggestions

- I recommend that: *I recommend that the town council should set up a youth club ...*
- I (would) recommend + verb + -ing: *I would recommend setting up a youth club ...*
- I suggest + verb + -ing: *I suggest buying more equipment for the sports centre.*
- I suggest that ... : *I suggest that the council should provide cheap transport for young people and students.*
- It would be a good idea (for somebody) + infinitive: *It would be a good idea for the council to provide cheap transport for young people and students.*

Reviews

You studied and practised writing reviews in Units 4 and 10.

Exercise 1

Read the writing task below.

- 1 Underline the points you must deal with.
- 2 Underline anything else you think is important.
- 3 Who will the reader(s) be, and where will your answer appear?

You see this announcement in your school's English-language magazine.

Have you seen a film or read a book recently that you think everyone would enjoy? We want to know about it! Write a review of the film or book saying what it's about and why we would all enjoy it.

Write your **review**.

Exercise 2

Read Franz's review below. Which paragraphs say:

- 1 what the book is about?
- 2 why we would all enjoy it?

'The Time Traveler's Wife' by Audrey Niffenegger

This is an **original and moving love story** told from the point of view of **the two main characters, Henry and Clare**. Henry is a librarian who has a genetic problem which causes him to move backwards and forwards in time. Without warning, he disappears leaving everything behind and arrives at another time in his life. He can't control when or where he's going.

When he travels, he often meets the same girl, Clare, at different times in her life. Eventually they fall in love even though sometimes when they meet he is much older than her and at other times they are the same age.

I think everyone will enjoy this **unusual** story because it combines a little science fiction with a wonderful romantic story. Henry's problem causes situations which are funny, sometimes frightening, usually awkward and often very strange. The novel is **fascinating** because it makes you think about the nature of time. At the same time, you see how the characters and their relationships change during their lives but how their love grows stronger.

Give your review a title.

Mention:

- the type of book/film
- the characters
- some of the story
- what makes the book/film different.

Use plenty of adjectives to describe:

- the book/film
- how you feel about it.

Ways of praising

- I think everyone will enjoy this ... (book/film/restaurant, etc.) because ... The ... (book/film/restaurant, etc.) is fascinating/wonderful/marvellous because ...
- This ... (book/film/restaurant, etc.) is really worth (reading/seeing/visiting, etc.) because ...

Articles

You studied and practised writing articles in Units 2, 7 and 13.

Exercise 1

Read this writing task.

You see the following announcement on your college noticeboard.

My Best Friend

Tell us about your best friend for the college newspaper. We want to know:

- *how you met this person*
- *why he or she is so special to you.*

We will publish the most interesting articles next week.

Write your article.

Match the beginnings (1–9) and endings (a–i) of these sentences to make advice about how to write articles.

- 1 Before writing, identify
- 2 You can identify the readers by
- 3 Decide what style
- 4 Write things you think your readers
- 5 Before writing the article,
- 6 In your plan, decide what you will put
- 7 Make sure that the plan
- 8 Write the article following
- 9 While you are writing, think about

- a answers the question.
- b in each paragraph.
- c make a plan.
- d looking at the type of newspaper or magazine you are writing for.
- e is suitable for your readers.
- f the effect on your readers.
- g who will read the article.
- h will find interesting.
- i your plan.

Exercise 2

Read Luis's article below and match the notes for his plan (a–d) with the paragraph numbers.

Para. 1
 Para. 2
 Para. 3
 Para. 4

- a How we became friends – same table at school, playground, visit each other's houses
- b My first impressions of Thea – contrast with other kids
- c When I met Thea – on school bus
- d Why so special – share secrets, help each other, spend time together, sit together

An article should have a title.

Notice the adverbs. You will get higher marks if you use a range of vocabulary.

Instead of using the same word again, use different words with similar meanings, e.g. *shy* – *timidly*.

Good to have a small joke at the end!

An inseparable friend

Thea has been my best friend from that day when, aged seven, I climbed onto the school bus to go to my new primary school.

I wandered **nervously** down the bus, which was full of noisy kids shouting and laughing excitedly, and found a place beside a quiet girl with fair hair and friendly green eyes.

~~We were both very **shy**, so we didn't talk much to each other on the way to school, although we smiled at each other **timidly**. And when we went into class we naturally sat down together at the same table. **Gradually** we got to know each other; we played together in the playground, we visited each other's houses and our parents soon became firm friends as well.~~

~~We still share each other's secrets and we have complete confidence in each other. When either of us has a problem, the other is always ready to help. We have so much in common that we spend most of our free time together. We've even been on holiday together sometimes. **And we still share the same table at school ten years later!**~~

Speaking reference

What to expect in the exam

The Speaking paper is Paper 5.

- It lasts approximately 14 minutes.
- You do the Speaking paper in pairs. (Certain test centres may allow you to take the test with a friend, otherwise you will be partnered with a stranger).
- There are two examiners in the room; one gives you instructions and asks you questions, the other listens but does not speak.
- You may do the Speaking paper on a different day from the other parts of the exam.
- The Speaking paper has four parts.

Part 1

Part 1 is a conversation between the examiner and each candidate and lasts two minutes. You are asked questions about yourself, your family, your hobbies and interests, your studies or your work, your likes and dislikes. Questions may also be about your past experiences and your future plans.

You studied and practised Part 1 in Units 1, 5 and 10.

How to do Part 1

- 1 Don't prepare detailed answers before you go to the exam and don't memorise answers to possible questions: examiners will recognise this and not mark you for these.
- 2 Do make sure that you know the vocabulary you need to talk about your studies, your job, your family, your town and your free-time activities.
- 3 Listen to the examiner's questions carefully.
- 4 Look confidently at the examiner and perhaps smile a little when you answer the questions.
- 5 Answer the questions openly and, when appropriate, answer with extra details, or a reason.
- 6 Be ready to offer extra information about yourself and try to speak fluently and confidently.

- 1 Read the advice and the example questions (1–9). Then match the answers on page 195 (a–i) with the questions.

Advice and example questions

- 1 Don't just answer the question – give some extra details if you can.
Question: Where are you from?**b**.....
- 2 You can offer several ideas or answers to the same question.
Question: What do young people do in their free time in your town?
- 3 Avoid giving simple Yes/No answers which end the conversation.
Question: Do you like doing sports?
- 4 A question which starts, 'Tell us a little about ...' gives you an opportunity to say quite a lot.
Question: Tell us a little about your family.
- 5 When you speak about things you like or enjoy, sound enthusiastic. Be ready to use past tenses and time adverbs.
Question: Tell us about something you really enjoyed doing recently.
- 6 Be ready to talk about the future and use different tenses to do so.
Question: What job would you like to do in the future?
.....
- 7 If you don't understand or don't hear the question, ask the examiner to repeat it.
Question: Which do you prefer: reading books or watching TV?
- 8 When appropriate, use a range of grammar and vocabulary. The examiners want to hear how well you can speak English.
Question: Do you enjoy travelling?
- 9 When appropriate, give reasons for your answers.
Question: Tell me about a place you'd like to visit.

Good answers

- a I'd really like to visit Venice. I've seen photos of it and I've read about it, but it must be an amazing place to actually be in and explore. I'd really like to go there at carnival time because it looks such a colourful festival.
- b I'm from Ostrava. It's a large industrial town in the east of the Czech Republic, not far from the Polish border. It's a good place to live, especially in spring and summer.
- c Yes, I do, especially ones which are competitive like basketball or tennis, because I like to win. Actually, I play in my school basketball team and at the moment we're at the top of our regional league.
- d Sorry, could you say that again, please?
- e They go to the cinema, they go out with friends, they go clubbing. You know, basically, they do the normal things which I think young people do everywhere.
- f Well, two weeks ago we had what in England I think is called a half-term holiday, so I went skiing with two of my friends in the mountains. It was great because we stayed in a hostel with other young people, the weather and the snow were excellent, so the skiing was great and we had a lot of fun meeting other young people when we weren't skiing. It was awesome, especially because it was the first time we'd been skiing without our families.
- g Well, I've always liked beautiful buildings and I've always been interested in how they're designed to both look beautiful and be very functional, so I'm hoping to study architecture at university and become an architect. I think the combination of a very technical subject with the chance to be very creative would suit me perfectly.
- h Well, there's just my mother, my father and myself, so I'm an only child. Both my parents have full-time jobs: my mother's a lawyer and my father manages a restaurant.
- i Yes, I love it. I get a real thrill from visiting new and unusual places and from meeting new people and trying to understand or integrate a little bit into their cultures. I think also it's important for me to get away from my daily routine from time to time because it helps broaden the mind. I wish I could travel more.

Part 2

In Part 2, you work alone.

- The examiner gives you two photos on the same topic to speak about.
- He/She asks you to speak for one minute, compare the photos and answer a question about the topic of the two photos.
- The question is also printed above the photos.
- When your partner speaks about his/her photos, you should listen carefully. After your partner has finished, the examiner asks you a short question about the topic of your partner's photos.

Part 2 takes four minutes in total including the examiner's instructions, each candidate's one-minute answer and the short questions.

You studied and practised Part 2 in Units 2, 6, 9, 11 and 13.

How to do Part 2

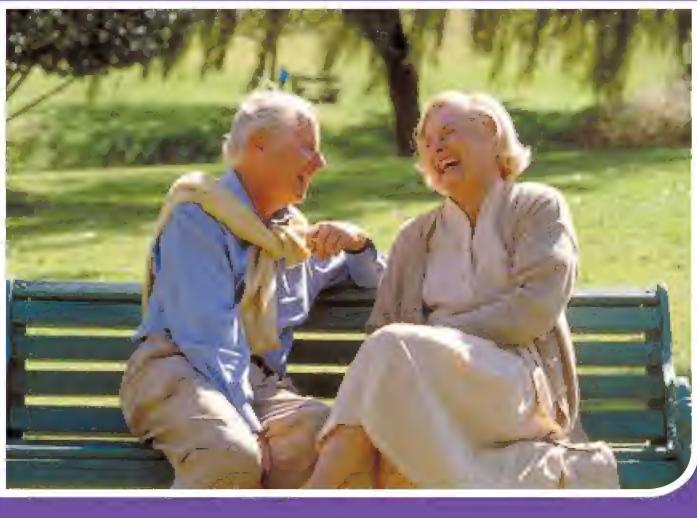
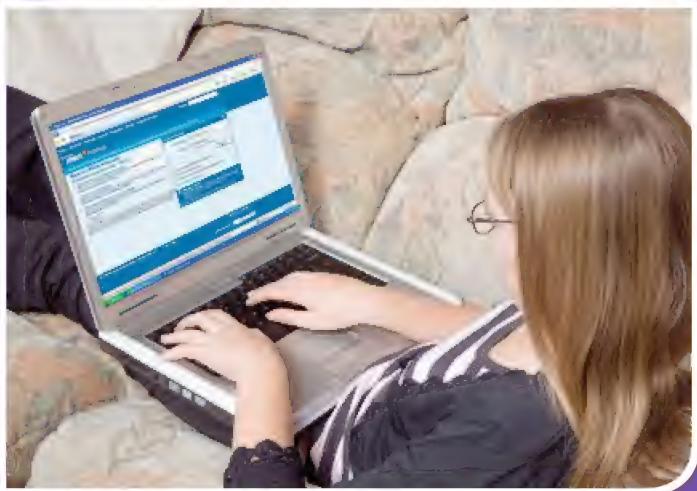
- 1 Talk about the general ideas the photos show. Don't try to describe them in detail.
- 2 Compare the ideas the two photos show in relation to the question: the question is printed with the photos, so keep it in mind for everything you say.
- 3 When you are not sure what is happening in a photo, speculate (*She seems to be ...*, *He might be ...* – see **Speculating** on page 196 and in Unit 9).
- 4 When you compare the photos, you can say what is similar about them as well as what is different.
- 5 Give a balanced answer, so:
 - spend about the same amount of time on each photo
 - spend some time comparing the photos, but perhaps more time answering the question (see Unit 13).
- 6 Support your answer to the question with reasons.
- 7 Use some of the strategies you have practised in this book; for example, instead of talking about one photo and then the other, you could compare both of them at the same time (see Unit 6).
- 8 Speak for the complete minute, i.e. keep speaking until the examiner says 'Thank you'.
- 9 When it's your partner's turn to talk about the photos, listen but don't say anything yourself. You will be asked a question at the end. You should answer it quite briefly in a couple of sentences.



I'd like you to compare photographs, and say what you think is enjoyable about communicating in these ways.



What is enjoyable about communicating in these ways?



Referring to the photos

- In the first photo, a girl is ...
- In the second photo, there are two oldish people who are ...
- The first photo shows ...

Comparing the photos

- In the first photo, there's a girl who looks as if she's chatting on the internet or sending an email, **whereas/while** in the second photo two oldish people are sitting together on a park bench and gossiping or telling each other stories.
- I think that while the first photo shows that you can have a good time communicating electronically with your friends all over the world, the second photo shows that traditional forms of communication with friends are best because you're face to face and can laugh together and look into each other's eyes and hold hands.
- I think the girl might be talking to a friend about school work, which is always more fun than doing school work on your own, or she may be gossiping about her teachers. **On the other hand**, the old people are probably talking about their grandchildren and having a laugh about things their grandchildren do, or they could be talking about things they did when they were younger.
- **In both photos**, the people are probably communicating with friends, and that's usually fun. **However, in the first photo**, the girl may feel a little distant from her friends, which is a pity, **whereas in the second photo** the two people clearly have a close, warm relationship.

Speculating

- In the first photo, I can see a girl who **looks as if** she's chatting on the Internet whereas/while in the second photo two old people are sitting together on a park bench and gossiping.
- While the girl seems to be concentrating hard, **perhaps** because she's writing, the old people seem to be relaxed and enjoying themselves. I think this is because they're together and can see each other.
- I think the girl **might** be talking to a friend about school work or boyfriends. On the other hand, the old people are **probably** talking about their grandchildren, or they **could be** talking about things they did when they were younger.

→ page 170 Language reference: Modal verbs – expressing certainty and possibility

→ page 168 Language reference: *look, seem and appear*

Part 3

In Part 3, you work with the other candidate.

This part of the Speaking paper is divided into two parts.

In the first part, which takes two minutes:

- The examiner gives you a page with a question and five prompts.
- You have 15 seconds to consider the options before you start speaking.
- You should discuss each of the options in turn.

In the second part, the examiner asks you to summarise your thoughts, for example by choosing the option that is best and saying why. You have one minute for this.

You studied and practised Part 3 in Units 3, 7, 12 and 14.

How to do Part 3

For the first part:

- 1 Listen carefully to the question, which is also printed next to the options to help you. It will be in a mind map with the question in the middle of the page and the prompts around it.
- 2 You have 15 seconds to think about the task before you start speaking:
Think about:
 - the options and how you can express them in your own words and discuss their relative merits in relation to the question
 - how you can start the discussion, perhaps with a suggestion and a reason for your idea.
- 3 To start the conversation, you can give a brief opinion about one of the options or make a suggestion and ask your partner what he/she thinks.
- 4 When you discuss, deal with each option in turn.
- 5 When your partner says something, react to his/her ideas. Listen carefully to what he/she is saying. Try to make the discussion like a natural conversation. Don't try to dominate the conversation.
- 6 Keep the discussion moving by saying things like *What about this option? What do you think? or Shall we move on to the next option?*
- 7 Don't spend too long talking about one particular option.
- 8 Continue your discussion until the examiner says 'Thank you'.

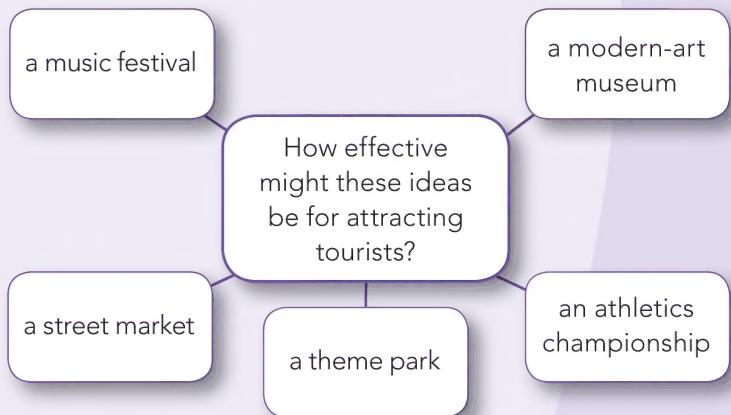
For the second part:

- 1 Don't discuss each option again, but discuss the options which seem most reasonable to you.
- 2 Try to reach a decision, but remember that it's not essential to agree.
- 3 Remember you should discuss the question for a minute, so if you agree with your partner's first idea, say so, but suggest discussing other options (see Unit 3).
- 4 Continue your discussion until the examiner says 'Thank you'.

Example task: First part



I'd like you to imagine that a town wants to attract more visitors and tourists. Here are some of the ideas they are considering. Talk to each other about how effective these different ideas might be. You now have some time to look at the task. Then decide which two would attract the most tourists.



Example task : Second part



Now you have a minute to decide which two ideas would be best for attracting tourists.



Involving your partner

- What do you think?
- Do you agree?
- What about (a music festival)?
- I think ... What about you?

Keeping the discussion moving

- What about (a theme park)? What do you think?
- Let's move on to the next option.
- Shall we move on to the next option?

Part 4

In Part 4, you continue to work together.

- The examiner asks both of you questions about your opinions connected with the topic you discussed in Part 3.
- You may be asked the same question as your partner, if you agree with your partner's answer, or a completely different question.

Part 4 lasts about four minutes.

You studied and practised Part 4 in Units 4, 8, 12 and 14.

- What things should people try to find out before visiting a country? (Why?)
- How important is it for tourists to respect the culture of the country they are visiting?

Introducing an opinion and giving a reason

- I think ...
- Well, in my opinion, ... because ...
- I feel ...
- I'm not sure. I think ...
- No, I don't think so ...

How to do Part 4

- Listen carefully to the questions. If you don't understand a question, don't feel afraid to ask the examiner to repeat (*Sorry could you say that again, please?*). You won't lose any marks asking them to repeat.
- Give general answers to questions.
- Answer the questions giving a reason or an explanation or an example.
- You can try to give a balanced answer, i.e. express two points of view and say which one you agree with (see Units 12 and 14).
- Listen carefully to what your partner says, because you may be asked to give your opinion on what he/she has said.
- If you don't know the answer to a question, don't just say *I don't know*. Say *I don't know a lot about this subject, but I think ...* and then give some ideas.

Introducing an explanation

- I mean ...
- You see ...

Giving an example

- For example ...
- For instance ...
- ... such as ...

Speaking in general

- In general, ...
- Generally, ...
- As a rule, ...
- ... tend to ...

Example questions

- Some places attract large numbers of tourists. What problems are caused by having too many tourists?
- What can people learn by going as tourists to other places?
- Do you think it's better for people to spend their holidays in their own country or travel to other countries? Why?
- What are the advantages of living in another country instead of just going as a tourist? What's the main advantage?

Acknowledgements

I would like to thank everyone who has worked on this book and with particular thanks to Brigit Viney, Nicholas White, Catriona Watson-Brown and Lynn Townsend for their enthusiasm, expertise, eye for detail and sheer dedication. Thanks also to Elizabeth Knowelden and Linda Matthews (production controllers), Hilary Fletcher and Kevin Brown (picture researchers), Michelle Simpson (permissions clearance controller), Leon Chambers (audio producer), Mark Oliver (sound engineer) and Lucy Mordini (proofreader). Special thanks to the design team at Wild Apple Design. Thanks also to David Castillo, Academic Co-ordinator at the Asociación Cultural Peruano Británica, el Británico, for his feedback and advice on text on pages 154 and 155.

My warmest thanks also to Paz for her enthusiasm, encouragement, support together with constant feedback from using the First Edition. This book is for her, with love.
Guy Brook-Hart, Valencia, January 2014

The author and publishers are grateful to the following for reviewing the material:
Kathryn Alevizos (UK), Petrina Cliff (UK), Allan Dalcher (Switzerland), Lyubov Figurovskaya (Russia), Robert Islam (Italy), Fiona Mulcahy (Spain), Peter Sunderland (UK).

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